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ABSTRACT

This document presents the final report of a 3-year self-study of Bethany Nazarene College which focuses on self-evaluation and planning for the decade of the 70's. Seven areas were studied: philosophy and objectives, instruction, students, faculty, physical facilities, business and finance, and administration. A steering committee developed procedures for continuing self-study and implementation of recommendations. The study was conducted primarily by faculty, with administrators, students, trustees, and outside consultants participating. A resources committee made an extensive survey of relevant literature. (Author/HS)

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TEN-YEAR ADVANCE STUDY OF BETHANY NAZARENE COLLEGE: FINAL REPORT

A Report to the President and the
Board of Trustees Concerning Planning
for the Decade of the Seventies

Forrest E. Ladd, Ph.D.
Chairman

BETHANY NAZARENE COLLEGE
BETHANY, OKLAHOMA 73008

January, 1972

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PREFACE

No project of the magnitude of the Ten-Year Study can be done adequately by a few people. To the extent that this report represents adequacy in self study, to that same extent the credit is due to the many individuals working on the Study. Thousands of man (and woman) hours have been spent by faculty members, students, and administrators in the preparation of this report. Although we have had the advantage of two consultants, funds for which were provided by a grant from the Oklahoma Consortium for Research Development, the work has been done almost entirely by local talent. This method has the possible weakness of lack of expert background for self study. It has the possible strengths of being done by individuals who are well acquainted with the institution and have deep personal involvement in the process of self examination. In my opinion the advantages of our method far outweigh the disadvantages for the Bethany Nazarene College group.

This report, and the work it represents, is a labor of love. With the exception of the Chairman of the Study, who has been given a small amount of released time, the study has been done on top of full work loads. It has been done in a spirit of hope for the future of Bethany Nazarene College and anticipation of the improvement of that future.

My personal thanks go to many people, but especially to the Steering Committee and to the area chairmen and their secretaries, for their extensive involvement in the work of the Study. My special thanks go to the secretaries who have worked patiently with me in the Study, Miss Shirley Butler and Mrs. Darlene Davis.

Forrest E. Ladd, Chairman
Ten-Year Study Committee
December, 1971

COMMITTEE PERSONNEL, FALL, 1971

The membership of the Ten-Year Study Committee for the Fall of 1971 was as follows.

1. Philosophy and Objectives
   Faculty:
   - R. Griffin, Chairman
   - P. Gray
   - E. Overholt

   Students:
   - Randall Spindle

2. Instruction
   Faculty:
   - G. Huhnke, Chairman
   - W. Dobson
   - G. Heasley
   - A. Laughbaum
   - W. Rhodes

   Students:
   - Roger Hahn

3. Students
   Faculty:
   - B. Vaughn, Chairman
   - R. Atwood
   - D. Baker
   - L. Madsen
   - V. Snowbarger
   - O. Watters

   Students:
   - Barton Rustin

4. Faculty
   Faculty:
   - D. Beaver, Chairman
   - M. Rothwell
   - J. Vogt

   Students:
   - David Miller

5. Physical Facilities
   Faculty:
   - H. Macrory, Chairman
   - H. Oliver

   Students:
   - Judy Schuneman

6. Business and Finance
   Faculty:
   - H. Cole, Chairman
   - E. Shellenberger

   Students:
   - Kerby Spruiell

7. Administration
   Faculty:
   - R. Judd, Chairman
   - O. Reed
   - L. Tullis

   Students:
   - Martha Rice

8. Resources
   - A. Hanna, Chairman
   - F. Ladd
   - E. Overholt
   - C. J. Peterson
   - C. H. Ripper
   - P. Westmoreland

9. Steering
   - R. H. Cantrell, President
   - F. Ladd, Chairman
   - D. Beaver
   - H. Cole
   - R. Griffin
   - A. Hanna
   - G. Huhnke
   - R. Judd
   - H. Macrory
   - E. Overholt
   - O. Reed
   - C. H. Ripper
   - M. Rothwell
   - V. Snowbarger
   - B. Vaughn

   Students:
   - David Miller
   - Barton Rustin
   - Judy Schuneman

In addition to the full committee, there were others who served on Area Committees to assist the various subcommittees.

1. Philosophy and Objectives
   Faculty:
   - T. Barnard
   - L. Dunn
   - F. Floyd
   - H. Rothwell
   - S. Young

   Students:
   - Bobby Godfrey
   - Keith Keltner

2. Instruction
   Faculty:
   - L. Dunkin
   - B. Flinner
   - J. Franklin
   - J. Garner
   - E. Greer
   - G. Lance
   - H. Lucky
   - W. Moon
   - W. Murrow
   - A. Reynolds
   - J. Rosfeld
   - M. Shelton
   - E. Stetson
   - K. Walker
   - R. Wood
   - R. Vaughn

   Students:
   - Cindi Burrows
   - Donella Colvin
   - Gail Howard
   - Charles Hornbaker

3. Students
   Faculty:
   - M. Dunn
   - C. Etter
   - J. Graham
   - J. Hall
   - P. Hendrickson
   - W. Howard
   - R. Latham
   - M. McReynolds
   - L. Mills
   - N. Murrow
   - K. Nobles
   - M. O'Bannon
   - M. Reighard
   - D. Stasser
   - D. Wood

   Students:
   - Kathy Davis
   - Pam Pryor
   - Steve Ray
   - Larry Rice
   - Lucinda Snyder

4. Faculty
   Faculty:
   - E. Dickerman
   - D. Grant
   - I. Harris
   - E. Hammer
   - R. Howard
   - J. Randall
   - C. Spruce
   - R. Taylor
   - M. Unruh

   Students:
   - Kay Ligman
   - Delores Twitchell

5. Physical Facilities
   Faculty:
   - R. Bowman
   - L. Finkenbinder
   - H. Harkins
   - J. Pauley
   - J. Poteet
   - D. Sheldon
   - L. Snell
   - R. Staples
   - G. Wickersham

   Students:
   - Shural Knippers
   - Steven Neumann
   - Timothy White

6. Business and Finance
   Faculty:
   - J. Beaver
   - H. Craddock
   - J. Pischel
   - P. Reinbold
   - E. D. Simpson

   Students:
   - Sara Davis

7. Administration
   Faculty:
   - D. Brown
   - D. Danskin
   - L. Flinner
   - C. Jennings

   Students:
   - Donald Emrich

Chapter 1

INTRODUCTION

Long-range planning for an institution is an important task. It is also very complex and subject to many contingencies. This report of the Ten-Year Study of Bethany Nazarene College was called for by President Roy H. Cantrell in the Spring of 1969 because he knew these things. What neither he nor any of those involved in the Study could know at that time were the many paths which such a study might take. These paths now have been taken, hopefully leading to many new avenues of development for Bethany Nazarene College.

The original aims of the Study are contained in Appendixes V and W of this report. They should be studied carefully by those reading this report, whether participant or newcomer to the Study. There are presented the tasks and concerns which the Ten-Year Study Committee set for itself; the recommendations and work of the report must be viewed in the light of these tasks and concerns.

The method of the Study is another backdrop against which this report should be viewed. A remarkably open and diversified set of procedures and individuals have contributed to the Study. From the original committee appointed by President Cantrell in the Spring of 1969 have developed the seven areas and corresponding committees, the Resources Committee, and the Steering Committee, as well as a large number of smaller groups working under each area committee. There were no experts masterminding the project; all of the work was done by home folk who knew the College and had a concern for its future. We are grateful for the help given by Dr. Allan Pfnister of the University of Denver, who served us twice as visiting consultant and has maintained an interest in the Study. A number of others, including Dr. Willis Snowbarger (then Executive Secretary, Department of Education, Church of the Nazarene), also have assisted. A large amount of written material has been assembled under the leadership of Mrs. Alfreda Hanna, who chaired the Resources Committee, and Mrs. Clara Jean Peterson, who has worked with her.

Students at Bethany Nazarene College, as elsewhere, have been seeking a more active role in college affairs and a greater degree of control of their lives as students. This has been expressed in an admirable way by the students who have participated in the Study. Students have served on the Steering Committee, the Ten-Year Study Committee, on area committees, and an even larger number have assisted subcommittees in many ways. Three Student Council Presidents, Kenneth Armstrong, Vincent Snowbarger, and Barton Rustin have served well in coordinator roles. One student, Miss Judy Schuneman, has served on the Committee since its beginning and has made outstanding contributions to the Study.

The history of the Study can be traced through documents at various stages of work, many of which are on file in the R. T. Williams Library. Those who wish to take a more careful look at the present report by investigating its past are welcome to do so through these documents.

This report is a joint product in every sense of the term. Probably no one individual is in full agreement with each recommendation. The results as presented in this report have undergone long and careful scrutiny, however, and represent the best concensus of judgment of competent and well-intentioned individuals. The Workshop of March, 1970, reassessment by area committees, open hearings in the fall of 1970 which any faculty member or student could participate in, the Workshop of March, 1971, and final re-examination by the Ten-Year Study Committee in the fall of 1971 represent major screening points. While the result undoubtedly falls short of perfection, it represents the best which could be done at the time. If it serves Bethany Nazarene College as a basic guideline, as an incentive, and perhaps even as a goad, it will have served its purpose. The days of unilateral decisions by insulated individuals or groups, without adequate and responsible involvement of those concerned, should be at an end in Bethany Nazarene College. The Ten-Year Study is a major step in that direction.

Chapter 2

PHILOSOPHY AND OBJECTIVES

Bethany Nazarene College has a unifying philosophical orientation which is identifiable. The philosophy is Christian. The Christian perspective has roots in the past with a foundation sufficiently broad to give support in the modern world.

The present report identifies the basic philosophical perspectives of Bethany Nazarene College in regard to world view, knowledge, and value. On the basis of such philosophical foundations, certain institutional goals have been articulated in the form of general academic objectives. The report does not deal with specific departmental objectives, or with translation of general objectives into behavioral objectives.

An additional assignment was given to this committee; namely, the updating of a statement on Academic Freedom. The statement may be found in Appendix B.

A PHILOSOPHICAL PERSPECTIVE

A World View Orientation

Philosophically, world view refers to the consistent, unified view of reality held by a person or group. Bethany Nazarene College has a world view which draws inspiration from the Greek tradition on the one hand and the Hebrew-Christian on the other. The Hebrew-Christian tradition gives orientation to a theistic conception of God as Creator, Ruler, and Sustainer of the universe, and to man as a person who is a creation of God. The Greek tradition provides insight into a world of rational and sensible form and man as a being whose highest function is rationality. Both traditions lift man up as the highest form of life on earth. The Hebrew-Christian tradition emphasizes man's personal nature in such a way as to recognize his physical source in terms of the dust of the earth, and his

spiritual and moral source in terms of possession of the image of God. The Greek tradition emphasizes the moral element in man by way of rationality and the physical element through material and/or sense orientation. From both traditions man stands uniquely at the point where spirit and physical nature meet. Recognizing this unique blending should not in any sense indicate a fragmentation of man's nature into discrete separate essences--rather, the unique blending emphasizes the unity of man as a whole, unified person with a complex set of capacities.

A Knowledge Orientation

The dual sources in world view suggest a duality in an approach to the nature, sources, and verification for knowledge. The sources and nature of knowledge suggest from the human perspective a dualism. Man's spiritual nature (Hebrew source) gains truth through the personal interaction between God and man and the revelation of God to man in the Scriptures, culminating in the Person of Jesus Christ. Bethany Nazarene College accepts the scriptural account of creation and the fall. The Bible provides the reliable revelation of God's truth concerning man's redemption from sin and ultimate salvation. Man's physical nature (both Greek and Hebrew sources) is known through man's ability to think and reflect (rational element in his nature) and build a system of knowledge on the principles of empirical scientific methodology.

The dualism inherent in the approach to knowledge of (1) the spiritual dimension and (2) the physical and/or empirical dimension is an accommodation to man's finiteness and in no way restricts the possibility of the unity of truth.

A Value Orientation

Bethany Nazarene College reflects in its value philosophy its basic world view--namely, moral and spiritual values have their ultimate source in a supreme personal Being, while the varieties of instrumental values are traceable to man's social and physical involvements.

Such value commitments as belief in a personal God, a created universe, and a responsible human person in a moral universe, receive reinforcement from the philosophical-theological heritage. Values relating to good citizenship (in the American democratic tradition), family responsibility, health, and a rewarding occupation are derived instrumentally from the social and physical environments of which man is a part.

The placing of priorities within an individual value orientation develops at the point of tension between abiding moral and spiritual principles and the instrumental values which result from personal taste and commitment.

The religious character of the College is not relegated to a single department. Religion is the leaven which gives perspective to the student in the development of his total life style. A Christian commitment is the balance wheel which gives direction to personal selection of values: moral, spiritual, and instrumental.

OBJECTIVES

Bethany Nazarene College is an institution of higher education which draws its orientation and articulates its objectives from at least three clearly-defined perspectives: liberal arts, professional-vocational, and Hebrew-Christian. The three are integrated within a distinctive college community where students are involved in a personal search for the meaning of life. The search for meaning and personal identity are items of primary concern in the overall objectives of the institution.

The Liberal Arts Perspective

As a liberal arts college, Bethany Nazarene College provides for an educational climate where the cultural heritage is transmitted and the student is involved in a search for meaning in life. The major vehicle for the modern implementation of the liberal arts tradition is the general education program of the College. Within the framework of the liberal arts tradition, the College serves its students by striving to assist them:

1. In the development of an understanding and appreciation of the cultural, social, and scientific achievements of man.

2. In the development of a genuine thirst and appreciation for truth, goodness, and beauty.

3. In the development of creative and critical thinking.

4. In the development of the ability to communicate ideas.

5. In the development of responsible citizenship.

6. In the development of an understanding and appreciation of the American heritage.

7. In the development of habits conducive to physical and emotional well-being.

The Professional-Vocational Perspective

Bethany Nazarene College from its earliest founding has sought to develop students with a broad liberal arts perspective who are equipped with the necessary skills to pursue a chosen profession or vocation. Within the framework of the professional-vocational tradition the College serves its students by striving:

1. To help students identify rewarding professions and vocations commensurate with the individual's abilities, interests, and sense of Christian mission.

2. To help students achieve knowledge of and proficiency in skills essential to selected professional and/or vocational interests.

3. To help prepare prospective graduate students for success in some special area of graduate education.

The Christian Perspective

Bethany Nazarene College is a church college, owned and operated by the Church of the Nazarene. The College seeks to perpetuate the traditions unique in emphasis to the Church of the Nazarene, as well as the all-encompassing point of view of the Christian religion in general. Within the framework of the church college tradition, Bethany Nazarene College serves its students by striving:

1. To provide an environment conducive to the development of spiritual commitment and sensitivity to the demands of Christian personal and social ethics.

2. To acquaint them with the Christian heritage and to contrast that heritage with selected other great world religions and some modern alternatives to religion.

3. To help the student understand the Person of Jesus Christ as Lord; the redemptive message of the Bible in its historical, cultural, and literary aspects; and to apply that understanding to life in the modern world.

4. To assist in the development of an appreciation for the unique contribution, in faith and practice, of the Church of the Nazarene--particularly emphasizing the Wesleyan-Arminian tradition.

5. To assist in the development of a prepared ministry and an active, involved, and perceptive laity.

ACADEMIC FREEDOM

A faculty member hired by Bethany Nazarene College signs a statement of limitations regarding his instructional freedom in the light of the established beliefs of the Church of the Nazarene and Bethany Nazarene College. The faculty of Bethany Nazarene College in a 1955 self-study made the following statement on Academic Freedom:

> Academic Freedom is guaranteed to every staff member within the limitations as stated in "A Philosophy of Education for the Church of the Nazarene." The limitations are explained to each staff member at the time of his appointment.

We recommend that the above statement be amended to read as follows:

> Academic Freedom for a faculty member at Bethany Nazarene College is the right to preserve, transmit, and discover ideas in the areas of the faculty member's academic competence and within the limitations of the philosophical perspectives of Bethany Nazarene College and the articles of faith of the Church of the Nazarene.

Chapter 3

INSTRUCTION

Although all of the objectives of the College as outlined by the Committee on Philosophy and Objectives were considered by the Committee on Instruction in preparing its recommendations, it is believed that the implementation of the recommendations in this report will particularly contribute to the meeting of the following specific objectives:

Under the Liberal Arts Perspective--Numbers 1, 2, 3, 4, 5, 6 (i.e., the effort to assist students in the development of: an understanding and appreciation of the cultural, social, and scientific achievements of man; a genuine thirst and appreciation for truth, goodness, and beauty; creative and critical thinking; the ability to communicate ideas; social responsibility; habits conducive to physical and emotional well-being).

Under the Professional-Vocational Perspective--Numbers 2 and 3 (i.e., to help the student achieve knowledge of and proficiency in skills essential to selected professional and/or vocational interests and to help prepare prospective graduate students for success in some special areas of graduate education).

Under the Christian Perspective--Numbers 2 and 3 (i.e., to acquaint the student with his Christian heritage and to help him in the application of the Bible to modern life).

It is possible that some of the recommendations, particularly in the section on "Scheduling," will seem unrelated to the objectives; in the minds of the sub-committee members, certain recommendations of a rather mechanical nature seemed essential to provide the time and the knowledge needed to fulfill the other recommendations.

To present the rationale behind all of the recommendations for such a broad field as "Instruction" would make this report unwieldy. The information contained in the Phase I report and in

the report given at the open hearing is, therefore, condensed here to a brief statement in reference to some of the more controversial items.

Unless otherwise noted, all of the recommendations in this report are for immediate implementation.

SCHEDULING

With regard to scheduling, the Committee on Instruction recommends:

1. That, in the light of the growing trend toward interim terms in higher education, the Educational Policies Committee make a thorough study of the advantages and disadvantages of interim terms.

2. That computer lists with the current faculty adviser for each student be sent to all faculty members before registration, that each faculty member advise only those students whose names are on his list, and that the recipient of the registration packet check the adviser's signature against the adviser list and accept only those that are in agreement.

3. That activity periods in the early weeks of the semester be set aside for required conferences between the freshman advisers and their advisees.

4. That advisers be notified when their advisees are in serious academic difficulty: e.g., if the student is being placed on final academic probation, or being declared academically ineligible.

5. That the use of the "Junior Standing Form" be continued, that it be completed before or during the first semester that a student is classified as a junior, that no student be permitted to register after that date if he has not completed the form, and that crowded registration schedules not be adjusted to help the student make out the form at registration time.

6. That the offerings of each department be spread over the major portion of the school day, especially in the scheduling of the various sections of core courses. Each teacher should expect to teach at least one course during the "less desirable" hours (i.e., 7:30 a.m., 12:20 p.m., late afternoon, or evening).

7. That courses in fields such as Computer Science, Mathematics, Business, and the Practical Arts, which would attract community people and employees of area industries, be offered at night.

8. That registration officials continue to seek a way to inform advisers more quickly concerning "closed sections."

9. That an "express line" be instituted during registration for students taking six or less hours; this would not permit the adviser to be by-passed.

10. That class rolls contain the student's identification number, classification, marital status, and auditing status.

11. That the examination schedule be reviewed in order that examinations for the hours most likely to have a heavy student class load be placed in the early part of the week. The purpose of this recommendation is to allow teachers of large classes more time for correcting.

12. That a weekend be allowed between the end of the examination period and the deadline for teachers' grades, and that teachers make a habit of turning in grades course by course as each is completed, so that the registrar's office may process grades quickly.

13. That faculty members establish their own dates for the completion of term work rather than having a date cited in the catalog.

GENERAL EDUCATION

In Phase I of this study the Committee on Instruction reviewed the general education programs of a number of schools similar in nature to Bethany Nazarene College, investigated current trends, and studied some of the more promising innovative programs. In the second phase of the study the committee corresponded with schools engaged in experimentation, sent a team to Oklahoma College of Liberal Arts to discuss the program of that institution, and collected current evaluations, course syllabi, and textbooks of innovative programs. The reasons for the committee's interest in this area are spelled out in the sections on General Education and on Student Achievement in the report of the committee presented at the open hearing.

If the present general education core is retained, the Committee on Instruction makes the following recommendations:

14. That a committee composed of faculty members interested in general education and representative of the various disciplines be formed to formulate the specific objectives of general education at Bethany Nazarene College, to evaluate the present requirements in general education, and to determine the nature of the BNC general-education core for the seventies.

15. That experimentation be done with interdisciplinary, team-taught courses during the interim term (if such a school calendar is adopted) or on an elective basis by the different departments.

16. That the present credit-by-examination program be expanded to include all departments offering basic courses which tend to duplicate previous studies of the student.

INDIVIDUALIZATION OF INSTRUCTION AND CLASSROOM INSTRUCTION

In the areas of classroom instruction and individualization of instruction the Committee on Instruction recommends:

17. That the following memorandum be sent to the General Board and to the Executive Secretary of the Department of Education of the Church of the Nazarene: "The highly educated laity of the church of the second half of the twentieth century requires a ministry that has a broad acquaintance with the world of knowledge in order to relate religious principles to daily life in a significant manner. Therefore, Bethany Nazarene College recommends that a liberal arts background be stressed in addition to the concentration in the area of religion for the ministerial students of the Church of the Nazarene."

18. That both the ACT and the CLEP tests be given prior to registration (if feasible) in order that faculty advisers may have the scores available for counseling at registration time.

19. That the college administration encourage the attendance of faculty members at the conventions of their professional organizations; that the policy concerning financial assistance for such attendance be clearly stated; that each department receive a proportionate share and be expected to use that portion; that faculty members who are officers in their state, regional, or national associations receive special consideration in the giving of financial assistance; that faculty members present in the same convention attend as wide a variety of sessions as possible; that information from the meetings be shared with appropriate faculty groups upon the participants's return.

20. That the College continue to give academic credit for approved programs of foreign study and work. In view of the records of probationary students who have been highly motivated by such study it is recommended that the GPA requirement indicated on page 86 of the Phase I report of this committee not be demanded. This college, as well as other U.S. institutions, has found some of the highly advertised foreign study programs to be disappointing; it is, therefore, recommended that the faculty adviser investigate a program very carefully before recommending foreign study to a student.

21. That instead of rejoining the North Central Workshop program the College implement the alternate plan decided upon at the time of withdrawing from the program, i.e., the bringing of leaders in education to the BNC campus in order to stimulate faculty interest in educational trends, good teaching, etc.

Although members of the committee believe that certain variations suggested in this report would bring a freshness into the curriculum of Bethany Nazarene College, we are convinced that the key to campus intellectual life is the individual teacher in his classroom. In each of our disciplines we can point to traditional teachers who have been most successful in terms of arousing student interest and in enabling students to be successful in further studies; at the same time we can point to the innovative experimenters in the classroom who have also aroused student interest and given the student a solid foundation for later scholarly pursuits. The following recommendations cannot be legislated, but we wish to emphasize our belief that, if the following recommendations are sincerely carried out by each member of the faculty, the intellectual climate on the campus will be stimulating and classes will be rewarding for both students and teachers. As Mr. Scott Tuxhorn, Oklahoma State Superintendent of Public Instruction, has said, "Good materials, good texts, and electronic media are essential to successful teaching in all disciplines; however, the magic ingredients are the teaching personality and the techniques developed by the classroom teacher which adapt text and materials to the peculiar needs of each special group or individual."

22. That each department develop a master plan for the department, including a formulation of departmental objectives, and that each course offered be carefully analyzed by the department as a whole in order that the objectives may contribute to the fulfillment of the departmental objectives, that there be no overlapping among courses, and that the material covered in the course be pertinent.

23. That departments consider the renaming of course offerings, where possible, to indicate the content or issue at stake rather than repeating the titles of basic high school courses, or having a multiplicity of "Introductions to. . . ."

24. That emphasis be placed upon teaching the courses in such a way as to show why the facts are meaningful.

25. That each department consider the establishment of senior seminars, such as are already being held in some areas, in which the relationship of the student's major to other disciplines and to contemporary issues is discussed.

26. That, where feasible, departments try to develop some type of interdisciplinary course either by introducing team teaching or by inviting professors from other disciplines to participate in the course at appropriate times.

27. That field work for credit be stressed in as many departments as possible, e.g., work as aids in social service in Oklahoma City as a part of the sociology major's program, or the management of chosen student services by majors in the business division.

28. That the attainment of the desired level of competence should be the criterion for completion of certain skill courses (as identified by the department) rather than the person's presence in a certain number of class periods.

29. That each teacher experiment with one course per year, trying to use a new approach, a different point of view, a variety in instructional aids, etc. The committee recognizes that not all innovation is good; the effort of trying to think through a new approach, however, will make the teacher present his subject more vibrantly, even though he may be unconscious of this result and even though he may return to a method used previously after the year is over.

30. That each teacher make an effort to tape one class period per semester and evaluate it according to the Flanders (or similar) method of interaction analysis or that he do some micro-teaching before the video equipment in order to note ways in which his teaching can be improved.

INSTRUCTIONAL RESOURCES

In the area of instructional resources the following recommendations are being made by the Committee on Instruction:

31. That the use of the computer on campus be encouraged by furthering faculty knowledge of computer uses for teaching. Since it is not feasible financially to send a representative from each department to a distant seminar at present, it is recommended that an on-campus seminar be held for the BNC faculty or that regional workshops in the central Oklahoma area be attended.

32. That a committee consisting of one faculty member from each department be formed to formulate plans for the use of the computer by the different instructional departments on the campus.

33. That there be a more careful coordination of efforts between the faculty and library staff, including: a concise course in library instruction being made available to the faculty, the checking of library holdings by professors before the issuance of a bibliography, the use of Bethany Nazarene College library resources rather than interlibrary loans, advance notification to the library of special research assignments, the filing of class syllabi in the library, frequent use of the library by faculty members, the use of the "pink" slips in ordering books well in advance of the time that the materials will be needed, immediate notification to the professor if special difficulty arises in connection with a library assignment.

34. That a committee consisting of members of the library staff and of the teaching faculty be appointed to study the reserve book system. There is doubt concerning the effectiveness of the use of reserve books in teaching students to do research and creative study.

35. That a center (perhaps a branch of the Department of Art) be developed to prepare visual materials (transparencies, posters, backdrops) for all departments. Trained personnel could prepare such aids more efficiently than individual teachers can. In this way, money would be saved both by the better use of professorial and secretarial time and by less waste of materials.

STUDENT ACHIEVEMENT

Student achievement may be viewed from two angles: (1) the implementation of classroom techniques and types of counseling which will help the student achieve, and (2) the consideration of grades (which are one measurement of what the student has achieved). Since ways to help the student achieve had been considered in previous sections of this report, the sub-committee was especially concerned with classroom testing and with grading in this section.

The Committee on Instruction makes the following recommendations regarding student achievement:

36. That instructors view testing as a means of helping the student achieve and, therefore, return tests promptly, reviewing them with the students, either in class or individually.

37. That testing be recommended to the Committee on Faculty as a subject to be considered for a faculty seminar.

38. That Bethany Nazarene College adopt a partial pass/fail grading system and that the specific provisions of the system be determined by the proper committee (i.e., the Educational Policies Committee).

MEETING THE NEEDS OF A VARIED CLIENTELE

The main problems facing the committee in this area were the determination of the extent of the College's responsibility to all young people of its constituency and the financial problems that arise when we try to extend our offerings into too many fields. The problem of giving adequate instruction in certain specialized areas must also be considered.

The Committee recommends the following proposals:

39. That the Public Relations Office prepare a series of brochures for the different departments, emphasizing the variety in professional and vocational training and certificates offered by the College.

40. That each division designate a faculty adviser for each of the special fields for which it offers pre-professional or vocational training (e.g., Medical Technician, Nursing, Medical Records Technician). This adviser is to acquaint himself with the opportunities, typical course patterns, degree requirements, and pitfalls of that vocation. A list of these vocational opportunities with the counselor's name for each one should be published, so that students will know which counselor to contact for accurate information concerning these specialized fields.

41. That the College offer additional pre-professional and vocational training programs in cases where there is student demand and the expense of offering such a program is negligible. The programs listed in Appendix D should be investigated to see whether they are financially feasible and suitable for our clientele. In each case an individual or department has been designated who would have the suitable background for investigating the program and for making the proper contacts. The affirmative or negative report of this individual or department should be presented to the Educational Policies Committee.

42. That the whole publicity program of the College (not just newspaper publicity) be reviewed in order to discover ways that community residents of like interests may be informed of the variety of worthwhile activities promoted by the College.

43. That a committee be formed to consider what clinics (e.g., for remedial speech work), institutes (e.g., for adult education), and high school workshops (e.g., band clinics, Festivals of the Arts), the College should establish in this urban area. To be implemented as soon as feasible.

The basis for the delay in the implementation of this recommendation is that curriculum changes arising from recommendations

in the Study as a whole (e.g., the offering of more courses at night, the development of departmental master plans, the addition of other vocational programs, etc.) may amply meet the needs of this community.

DEPARTMENTAL ANALYSIS

The Committee on Instruction makes the following recommendations:

44. That the departmental reports submitted earlier be studied by the suitable administrative and divisional officers in order that ways may be found to meet the most pressing problems.

45. That each department, in preparing its master plan, consider the nature of each course averaging more than forty-five members in order to determine whether it can be taught effectively to a large group.

(1) That, if the class can be taught most effectively by the formal lecture method, facilities be provided so that multiple sections of the course may be discontinued. According to the experimentation that is being carried on in the large universities of the nation, there is no reason to object to classes of two to three hundred for the formal lecture.

(2) That, if the class needs other approaches as well as the lecture, the class procedure be changed partially by dividing the large group into small groups for discussion and project work under the supervision of faculty members or especially trained teaching assistants during a portion of the week.

46. That each department, in preparing its master plan, consider the nature of each course averaging less than ten members.

(1) That, if a course has essentially the same values and content as another course in the same department, or in a different department, the courses be merged and cross-referenced. Such courses are to be identified by the Academic Dean and the merger worked out in consultation with the departmental chairman.

(2) That the course be dropped if it deals with a highly specialized division of the subject, a division which might better be left for graduate school.

(3) That the relevance of the subject matter of the course to today's world be considered. Perhaps it is something that has traditionally been taught by the department but is no longer so pertinent.

(4) That the course be considered in the light of the objectives of the department, and be dropped if its omission will leave no serious gap in the departmental curriculum.

(5) That consideration be given to combining the material with that of another course so that one class of reasonable size may be created out of the two small ones.

(6) That consideration be given to offering the course less frequently. It may be that too much course choice is being allowed in small departments, and that this course should be offered only in alternate years; each counselor in the department should know the plans for future offerings so that the student's program can be arranged to allow him to take a course of special personal interest the year it is given.

(7) That consideration be given to whether the most suitable methods are being used in teaching the course.

47. That in cases where the small course is definitely needed for the major the following considerations be a part of the department's planning:

(1) That a study be made of the need for the offering of this major on our educational zone. It must be remembered that some departments will always be small both in the public and private institution, and yet a small number of graduates in those fields is needed in the nation each year.

(2) That the facilities of the Oklahoma "Talk-TV" program, in which B.N.C. is joining, be used to enrich our offerings for the smaller majors rather than our trying to offer all the courses on this campus.

(3) That more emphasis be given to independent study credit for the senior in completing his major requirements. (It should be remembered, however, that sometimes independent study is more expensive in terms of teacher time than small classes.)

48. That the following regulations be followed in the addition of courses to the curriculum and in the deletion of courses.

(1) That the objectives of the course (in relation to the college objectives) as well as a detailed course description be presented to the division by the department requesting the addition of a course.

(2) That the rationale presented for the offering of the new course be based upon student need.

(3) That the division act upon catalog changes six weeks before the date for turning in catalog copy so that the Educational Policies Committee will be able to consider each recommendation without the pressure of inadequate time.

Chapter 4

STUDENTS

If the student and teacher together believe that this hour is the most important and exciting in the history of mankind they will help to release the enormous creative energy which man's future demands. It is with this kind of understanding that the Committee on Students approached its task. Lowell Streiker, in his book, The Promise of Buber, says:

> The quest for the yet untried, unknown and unimaginable is what distinguishes man from all other beings. But it is the retreat to self-searching, self-criticism and reflection which turns his individuality into humanity.

The Committee on Students has not only looked carefully at students on other campuses but has also spent many hours in introspection. The "self-searching" and "self-criticism" has led to the following recommendations.

INTERCOLLEGIATE ATHLETICS

From a questionnaire answered by twenty-three colleges the following trends in athletics were observed. The number of sports comprising the athletic efforts for a school the size of BNC is around six to eight. If the number of sports is increased, the size of staff should increase proportionately. Seventy-eight percent of the colleges reported belonging to some sort of conference rather than operating as an independent. The minimum budget reported was $10,000. No conclusions about athletic scholarships could be drawn from the questionnaire. Soccer and wrestling, for the schools who did not offer them, seemed to be the next sports they wanted to try. At the major universities athletic coaches seldom teach, but for smaller state and church schools six to twelve hours was the teaching load, although ten to twelve hours was the exception in most cases. At most schools athletics and the athletic program are covered by medical insurance. A majority

of schools expect to operate athletic programs through the watchful eye of a faculty-administration type committee.

Bethany Nazarene College should try to be competitive in its athletic program in relation to those with whom she competes. This will take a constant evaluation by those in charge. To scale the program down to unrealistic proportions is not the answer. The recommendations for athletics follow.

Immediate Action

1. Plans for entering into some sort of conference arrangement should be investigated.

2. New playing fields need to be provided to meet the needs of athletics and physical education.

3. Check to see the extent to which athletics are fulfilling the role needed by this institution.

4. Handle sports information and press releases through the Public Relations office.

Action within Five Years

5. The addition of such sports as tennis, track, cross-country, wrestling, volleyball, and soccer should be considered in an extramural program.

6. Re-evaluate the athletic scholarship program.

7. Diversify the type of sport offering to include those that are useful in later life--swimming, tennis, cross-country, gymnastics, badminton, archery, volleyball, etc.

8. Try to get all students playing at least one sport on some level of competition--be it varsity, extramural, intramural, or other organized groups.

9. Emphasize through the type of program offered the health-leisure time benefit rather than heavy emphasis on spectator sports.

FINANCIAL AIDS

One of the most important areas to students is financial aid. On the campus of BNC there are five major sources of assistance: scholarships, grants, assistantships, loans, and work-study. Assistantships and work-study require a certain amount of work. Scholarships and grants require no repayment or work. It is with this kind of background that the following recommendations are made.

Immediate Action

10. Use a standardized system of reporting and granting of scholarships in all departments of the College.

11. The Development Office should actively solicit and promote scholarship funds on the educational zone.

12. Regular solicitations should be made to foundations for "brick and mortar" funds, unrestricted gifts, and scholarships.

13. Study the feasibility of assigning a person full time to solicit from foundations.

14. A more vigorous effort should be made to inform students about available scholarships.

Action within Five Years

15. Create a substantial endowment program in which the proceeds will be used entirely for student financial aid.

STUDENT PUBLICATIONS

The question concerning freedom of the press has been asked many times. It appeared time and again in committee discussions and again in the open hearings. Verne Edwards, Jr. has written to this point in his book Journalism in a Free Society. He says:

> Whether either public or private colleges can afford to grant editorial freedom to college newspaper editors is a subject too involved for full discussion here. Idealists argue that even when the newspaper is published by the college, students should be totally free in their editorial control. The more traditional view was succinctly expressed by the head of a large Midwestern school of journalism: "The man who pays the bills must take responsibility for what is to be published."

Yet, within these bounds, we reaffirm that The Reveille Echo and the Arrow are student publications. So it is with this understanding and concept as a basis, this committee makes the following recommendations.

Immediate Action

16. The editors of student publications (i.e., Arrow and Reveille Echo) should be given three hours of academic credit a semester. The credit of other staff members should be determined by a rating system set up by the Publications Board with the approval of the Academic Dean. (Such credit is not to exceed three hours.)

17. A study should be made of the editing practices as stated in the Publication Guidelines to determine whether a change is needed to provide that student opinions, along with opinions of faculty members and administration, can be expressed so long as the comments are not personal and are of a constructive nature.

18. The size and cost of the yearbook should be made consistent with the size of the student body.

19. The photography work of the College should be a cooperative effort between all student publications, with a coordinator to reduce duplication of equipment and effort.

Action within Five Years

20. A change in yearbook publishing companies should be considered after an investigation of the ones which are available.

21. Establishment of criteria which the Publications Board shall use in the selection of editors, and explanation of such criteria to interested students.

STUDENT EVALUATION OF FACULTY AND CURRICULUM

In a study of procedures in other colleges eight out of nineteen responding schools reported having student evaluation of professors and curriculum. Three others said that student evaluation was present, but not official. Four said a program of this type was just beginning or was in the process of being planned. Based on the belief that allowing students to evaluate the effectiveness of both professors and curriculum will encourage improvement in necessary areas, the following recommendations are made.

22. Students should be allowed to be an active part of the evaluation process. This is one of the best ways communication from the entire student body can be received on faculty and curriculum. Conduct a student evaluation of the faculty and curriculum every two years. Make its continuation dependent upon faculty judgment of its effectiveness.

23. Majors and minors in each department shall be requested to evaluate the curriculum of that department; this evaluation shall be done every two years in time to be considered for revisions in the coming edition of the college catalog. The means of such evaluation shall be prepared by faculty members of that department.

24. Provisions should be made for evaluation of faculty and curriculum by former students. Invitations to participate could be made through Today, and could be sent to the Academic Vice-President. Each department should devise an instrument which could be used for specific evaluation of that department by its alumni.

STUDENT GOVERNMENT

The role of student government--its definition, its structure, and its position in relationship to the administration of student affairs--was a major item of discussion. In this area once again the students on the committee were a key source of information and instrumental in developing the recommendations. (It was refreshing to note their spirit of cooperation in a time when dissent has been so prevalent.) Their interest and desire was to build a student government which would give adequate representation to all segments of student body, and which should provide leadership in proclaiming the motto of "Character, Culture, and Christ."

Immediate Action

25. Emphasis should be given to Student Council as the top student organization on campus. All other student organizations should be subordinate to the Student Council. In matters of needed communication between the administration and any student organization, the Student Council should not be bypassed. All student organizations should operate programs in harmony with, and with the knowledge of, the Student Council.

26. The Business Office should work with the Student Council treasurer to balance the Student Council books and resolve any discrepancies between the two sets of books. Books should then be audited monthly by the Business Office.

27. Present and past Student Council debts should be consolidated and arrangements be made for payment of the single debt. No future debts should be allowed to accumulate.

Action within Five Years

28. The government structure should be re-examined to maintain effective representation of the student body on the Council.

STUDENTS ON COMMITTEES

Valuable work can be accomplished through the use of committees if they are properly organized. Dr. Allan Pfnister suggested to us that committee roles and participation by students should be meaningful. BNC has already done much in this area and is trying to move forward in developing more meaningful student participation.

In a questionnaire on students to which nineteen schools responded, at least two-thirds stated that at least some of the

administrative committees contained student members. But Dr. Pfnister has warned against too much togetherness, saying there must be a place for student-only and faculty-only committees. With all this in mind, the following recommendations are made.

Immediate Action

29. Provide for three students to be visitors to the annual meeting of the Board of Trustees. The students are to be nominated by the Student Council and elected by the student body. These students will have floor privileges, but no vote. (They may be excluded when the Board of Trustees is meeting in executive session.)

30. Establish and maintain a minimum student-to-faculty (or administration) ratio of approximately one to five on all standing faculty and administrative committees which are concerned with students. Students should always be involved in setting up policies and working on general issues, but may be excused when personal matters involving other students are being discussed.

31. Bethany Nazarene College should stay abreast or ahead of comparable schools in the degree of communication between students and faculty, administration, and the Board of Trustees.
(1) The spirit of our kind of school calls for this type of communication.
(2) This communication should be in a structured manner, such as committee assignments, as well as in an unstructured manner.
(3) Communication by students with the Board of Trustees should be actively encouraged.

STUDENT DISCIPLINE

32. Better orientation of freshmen and transfer students as to the functions of the Women's Judicial Board and the Men's Review Directorate should be done.

33. A committee composed of students, faculty, administrators, trustees, and alumni independent of the Board of Trustees of BNC should be established to study all rules and regulations.
(1) This committee could be organized by the presidents of Student Council, AMS, AWS, along with the President of the College, the Dean of Students, and the Director of Public Relations.
(2) Acquire the printed rules and regulations of similar institutions to BNC as one of the bases for study.

34. Faculty advisers should be notified when their advisees are in danger of being dismissed or placed on disciplinary probation.

35. There should be three levels designated to handle disciplinary problems.
(1) The first level would be the Men's Review Directorate and Women's Judicial Board, composed entirely of student members, which will handle minor disciplinary offenses.

(2) The second level would be the Disciplinary Committee, which is to be composed of one-half students and one-half faculty and administrators, which would handle major disciplinary offenses and minor disciplinary offenses appealed from level one.

(3) Level three would be the Administrative Council, with student representatives, which would handle all disciplinary offenses which are appealed from level two. Student representatives may be excused from this hearing upon request of the student under disciplinary consideration. A student may request to have his disciplinary problem heard at level two or three, bypassing the lower level or levels. This should not be construed as an attempt to interfere with the action of the lower levels, or of a smaller administrative group, but should be understood as a means of expediting action that the student feels should properly be heard by the higher level.

Minor offenses, such as routine parking or vehicle offenses, dormitory or campus problems now heard by student review groups, would continue to be so handled. Excessive numbers of repeated violations may be considered for review by one of the higher discipline levels referred to above.

STUDENT SERVICES

The recommendations dealing with student services are divided into three areas: counseling, food service, and placement. The area of counseling received a great deal of discussion. It was felt that two of the major needs of our school were found in this section. The first relates to a college chaplain. The second relates to a psychological counselor. The recommendations are as follows.

Counseling

36. A qualified, full-time psychological counselor should be provided for students. (This counselor should not be involved with administering discipline.) If necessary, start with a half-time counselor.

37. The College should establish a training program for all Resident Assistants.

38. Academic advisers should keep informed of the number of working hours of their advisees.

39. A questionnaire should be provided the student body to fine out how much counseling is being provided and who is providing the different types of counseling.

40. Faculty advisers should be encouraged to maintain periodic contact with their advisees.

41. An appropriate administrative group should study the criteria for the selection of dorm counselors.

Food Services

42. There should be a study of new Student Union facilities.

43. An effort should be made to improve the quality of the food, keeping in mind a low cost, but not necessarily the minimum cost.

44. Study the catering service, i.e., cost, quality, and service.

Placement

45. We recommend the creation of a central placement bureau in addition to the Teacher Placement Service.

46. There should be a faculty member in each department who would be informed and prepared to assist in placement.

HOUSING

According to a study conducted of several schools similar to BNC, the rules and regulations of said institutions were very similar to those in use at Bethany. For instance, housing on campus was required of all unmarried students of a large majority of institutions reporting. The same applies to requirements for boarding in the college dining hall. After a study of these institutions, the committee looked at our needs. The following recommendations are made.

47. Consider the establishment of an honor housing program in assigned areas for upperclassmen. This program should (1) provide a contract agreement based on good conduct, records, and scholastic achievement, and (2) outline a program of self-government designed especially for this program.

48. Consider the improvement of, and increasing the number of, recreational and leisure-time areas in the dormitories.

49. Consider rearranging some rooms in the older dormitories for better private-room living conditions, particularly in Chapman Hall and Bud Robinson Hall.

50. Consider a complete program of upgrading the equipment in Chapman, Bud Robinson, and Jernigan Halls.

51. Improve communication and coordination of the health services between the Resident Halls and the Health Center.
(1) More adequate record of referrals to clinics and doctors.
(2) Consider the possibility of a visiting nurse service for the dormitories.
(3) Outline regulations stating who may be assigned to the Health Center and who may not.

52. Make a revised study of the effectiveness of the desk

reception program in each dormitory so that it may be structured for more equitable distribution of duties. (Some receptionists during certain periods of the day have very little actual work assigned to them in relation to the pay they receive.)

53. Adjust housing provisions as enrollment would warrant.

54. Consider the need for periodic inspections of housing facilities by a representative from the maintenance department, and development of a method of notifying the supervisor or assistant when work orders are completed.

STUDENT ACTIVITIES

The committee found itself dealing with multi-faceted problems. As a consequence, the recommendations are very diverse. Because of the wide spectrum of recommendations this particular section needs to be considered closely. The bases for most of these suggestions came as a result of the study of handbooks from twelve colleges similar to BNC and as a result of our particular needs.

Immediate Action

55. Encourage unstructured extracurricular activities between students and faculty members.

56. Investigate the possibility of providing an occasional major activity for the entertainment of the student body, apart from the Culture Series program. (An example of the type of activity proposed is the Ferrante and Teicher concert after the Heart-Pal Banquet in 1970).

57. Faculty and administration members be invited to attend all-school social functions and be charged a minimal fee to cover food service.

58. Provide for the Student Council and related student religious organizations to have a voice in selection of revival and opening convention speakers and special music.

59. Increase the publicity given to, and encouragement of student participation in, programs designed to serve people in the community and surrounding areas. This would involve more emphasis on the principles and outlook involved in such campus groups as SCOPE, GO, SOS, IOU, as well as Circle K, Cardinal Key, and Athenas.

60. Continue to increase student participation in non-competitive sports.

61. Provide additional recreational facilities, particularly in the Student Union (e.g., more parlor games be made available).

62. Expand the BNC Bookstore to include paperbacks, magazines, and

supplies, as feasible.

Action within Five Years

63. Provide an adequate number of tennis courts on campus.

64. Study the possibility of refurnishing of the Student Union, including carpet, listening rooms for stereo, and redesigning the Terrace Room to provide a more collegiate atmosphere.

65. Make more academic scholarships available to students.

STUDENT RETENTION

The areas of college life in which students are satisfied and dissatisfied should be of basic concern to the College in order to retain students. Academic probation also plays a large role in the "come and go" of students. Information in several areas of student retention from eight colleges was gathered and examined for its pertinence to BNC. Below are the recommendations for student retention.

66. All faculty advisers should be trained in methods of academic counseling, under the direction of the department head. (This training should include such matters as procedures, goals, pitfalls, planning ahead, etc.)

67. Evaluate freshman students' mid-term grades; a notice from the Academic Dean should be mailed to parents of students whose grades are below the minimum.

68. State the restrictions placed upon students who are on academic probation.

69. Re-evaluate the purpose and requirements of our certificate programs.

70. No withdrawals from individual classes should be made retroactive except by action of the Academic Dean.

STUDENT RECRUITMENT

Student recruitment is vital for the continuance of any college. Recruitment procedures from eight colleges comparable to BNC were studied and related to our own needs. The following recommendations are a result of the study of these schools and of a close examination of the needs of the constituents of this educational zone.

Immediate Action

71. Build a scholarship program which can be presented to qualified students across the zone.

72. Establish national area alumni clubs for the purpose of off-zone recruitment which cannot be performed by College personnel.

73. Emphasize in recruitment such strong points of BNC as (1) its strong academic quality, (2) equal or less cost factor than most state colleges for non-resident students, (3) importance of campus community life at BNC, and (4) spiritual atmosphere to develop the whole man.

74. Provide students with a questionnaire to inform the Public Relations Office of the reasons students chose BNC.

Action within Two Years

75. Publishing of a quarterly alumni magazine to strengthen our recruitment program, to be supported by alumni giving.

Chapter 5

FACULTY

The Ten-Year Study Committee submits the following report regarding faculty.

FACULTY EXPANSION

In the best interests of the College in terms of economy and load distribution, the committee feels that methods of evaluating departmental loads should be considered. It is recognized that this is not an easy task, particularly for a small college where inequities in load are bound to exist, but this fact alone should not preclude an effort on the part of administration to determine where normal loads are exceeded or are not reached. Assuming this could be done it would be a valuable aid in determining where faculty needs to be increased or decreased. (While no one method was selected as THE method, the method employed by Southwestern State College of Weatherford, Oklahoma is believed to contain those elements on which such an evaluation would need to be based.)

1. Information potentially contributing to the determination of staff need be examined based on quantitative data such as (1) student to faculty ratio (FTE Student/FTE Faculty) and (2) basic data as determined by class contact hours and student class contact hours.

2. In the selection of new faculty, consideration should be given to ability to communicate as well as to professional qualifications.

The majority of students interviewed were strongly in favor of student involvement in the recruitment of new faculty members. The suggestion that the prospective faculty member meet students in an informal situation was favored. A performance of some type by the prospective faculty was thought a good suggestion by some students but vetoed by others. Several were neutral on this point. The students felt that some student contacts would benefit both the students and the prospective teacher. A method of evaluation

should be made available to any students participating in such a venture in order to facilitate the gaining of their opinions. All felt they should have no official voice in the hiring of faculty, but did feel the matter of communication was important.

3. In support of Recommendation No. 2 above, and also on its own merit, we recommend that an effort be made to provide for interaction between visiting prospective faculty and students.

4. Increased attention should be given to expanding and maintaining a file of potential faculty from graduates pursuing advanced degrees. These may be our own graduates or those for whom information is obtained through faculty, graduate students, etc.

5. Consideration should be given to bringing in qualified persons with expertise in a specific area for short terms in different areas as enrichment to the total program--faculty and student, e.g., one semester or one year stays or perhaps during interim term if such would develop.

6. Consideration should be given to a modest "cooperative" or "exchange faculty program" with other Nazarene Colleges operated possibly through funded institutional projects.

7. Increased consideration should be given to bringing in professional personnel for lectures, workshops, etc. and outside sources should be examined as support or partial support for such activities; e.g., Alumni Lectureship.

ORIENTATION AND IN-SERVICE DEVELOPMENT

Institutional Objectives

The committee feels strongly that it is important for old as well as new faculty members to have in their possession up-to-date, organized, and suitably bound material clearly stating institutional objectives and policies. It would seem that the Faculty Handbook would meet this need if regularly maintained and distributed. Oklahoma City University publishes their Faculty Handbook in loose-leaf form. This enables constant revision with a minimum of effort. Another possibility would be to publish the Handbook in two sections, with section one containing constitution, code of ethics, and other material requiring only occasional revision, and section two containing policies regulating daily communications and operations. Section two could be reprinted on a regular schedule.

Guidelines for class, club or group sponsors would be of definite assistance to those faculty involved in this type of effort.

It is felt that such a guideline would prevent some of the conflicts encountered in past years as well as increasing the confidence of the faculty member in functioning in this role.

8. The Faculty Handbook should be up-dated and restructured in view of (1) no change in the Faculty Constitution since 1965 or perhaps earlier, (2) recommended changes in the code of ethics, (3) changes in several of the personnel policies, and (4) changes that will be necessary as the result of Ten-Year Committee studies.

9. Consider the possibility of publishing the Faculty Handbook in sections, one covering policies and another general information or perhaps in loose leaf form so that additions and deletions may be made easily.

10. It is recommended that increased attention be given to initial and continuing orientation of new faculty to general College objectives, division and department operations, students, and other faculty by a variety of methods which could include (1) tour of facilities with a view toward meeting colleagues in their department offices or classrooms, (2) a half-day seminar to orient new members to policy, procedure, materials, ets., which could include lunch for interaction and getting acquainted, (3) observe a weekly refreshment and fellowship at designated time, e.g., Wednesday 4:00 coffee or tea when not needed for general faculty meetings, (4) have new faculty into homes of several colleagues during first few months, (5) involvement with division and department personnel through social interaction, e.g., two informal dinners per semester, (6) preparation of an instrument by the dean's office for use in periodic interviews with new teachers for first full year and perhaps longer, (7) the addition of pictures to the faculty directory for both faculty and students, (8) feature both new and old faculty in the Drum-beat with pictures and brief sketches, (9) general procedures may be initiated by the Academic Vice President but operated through departments, and (10) providing a dining area for faculty in the Student Union.

11. A follow-up evaluation of the orientation program should be made with one- or two-year faculty members to suggest areas of orientation needing attention.

12. Increased attention should be given to the present plan to involve new faculty members on standing committees, either by appointment for duration of one semester or some other suitable method. Each should be assigned to at least one, but not more than two committees.

Educational Objectives

Dr. Eugene Arden, in the May 1968 issue of The Educational Forum, discusses the problem of improving college teaching. He says:

> Starting at the initial interview with a faculty applicant and continuing in the wording of the contract and in the faculty handbook itself, the college should stress the seriousness of its

commitment to good teaching.

> . . . all too frequently the colleges pay no more than lip service to the importance of good teaching. By actual deed, however, a college can foster an atmosphere which clearly says that good teaching is a matter of primary importance, and that anyone who cannot or will not measure up as a teacher has no future on that particular campus.
>
> Another way for the institution to show how serious it is about good teaching is by not abdicating all of the responsibility for improvement to the individual departments. It is not too much to ask of a college dean that he organize and lead a twice-a-month seminar for new teachers at all institutions, large or small.

The committee believes that evaluation of faculty, if conducted in a satisfactory manner and designed properly, can serve a useful purpose and that indeed some type of evaluation, self or other types, is necessary for faculty growth and effectiveness. It is not recommended that such evaluations be conducted with advancement in rank and salary as the primary goal, but rather that evaluations be aimed at self or general faculty improvement. Advancement in rank and salary may well be a natural consequence of faculty improvement.

An instrument has been developed for the evaluation of faculty by students. Casual evaluations are made by administrators regularly but no formal or semi-formal method is used. A form used by Drury College is included in this report as a suggested form (see Appendix H). Details as to how this could be used or by whom were not stated by the committee.

13. We recommend that the evaluation of teachers involve both student opinion and an appraisal by some administrator, i.e., department head, division chairman, etc. A suitable form should be developed for this purpose.

14. In-service workshops or seminars should be held on occasion to promote effective, understanding participation by faculty in the formulation and implementation of policy at all levels.

15. A faculty "newsletter" containing new ideas or developments in the different divisions or departments, information on testing, use of computer facility, etc., should be published for distribution to the faculty to promote a better understanding of the college program, and thereby more effective counseling on the part of the faculty member.

16. Consideration should be given to providing opportunity for faculty members who have been here several years but have not been a member of a particular standing committee to participate in a committee of his choice even if only on a limited vote basis. Perhaps there should be an opportunity for faculty members to indicate their areas of interest and then selection made with this in mind either

by appointment or election.

17. Faculty should be encouraged to audit courses or seminars in departments or divisions other than their own as a form of in-service training. Incentives for this activity should also be considered.

18. A critical examination should be made of the benefits of large vs. small class size or possible combinations which may promote economy, effective teaching, and scholarly activity.

19. Serious consideration should be given to providing interested faculty with time and encouragement for scholarly and creative endeavors.

20. A more definitive policy should be established for the support and/or encouragement of faculty attendance and participation in professional meetings both in his own area and in other areas.

21. Objectives, policies and methods for in-service programs should be included in the Faculty Handbook.

22. Increased emphasis should be given to expanding or initiating faculty development programs at the departmental, divisional, and college-wide levels either through an administrative office or faculty group responsible for a continuing program.

23. Consideration should be given to establishing a faculty in-service development program. This would include establishing a standing committee of the faculty called the Faculty In-Service Development Committee. Costs of such a program would depend on the type and operation of the different phases, and support could come from a variety of sources. Costs could be reduced by using faculty personnel for some parts of the program.

FACULTY INVOLVEMENT

Faculty Load

A large number of institutions were contacted as a part of the Phase I study of teaching loads and this information is summarized in the Phase I report. Since that report a copy of a method employed by Cornell College has been received. It is felt that this form represents an attempt to obtain additional pertinent information on faculty load without extreme departure from our present report forms. A copy of the Cornell College form is included in Appendix I.

24. It is recommended that a faculty load study be done on a regular basis, probably every two years after the program has been initially improved and established.

25. The faculty load study should be computerized to reduce

time and errors by respondents and those processing the data.

26. Data from faculty load studies should be used to evaluate departmental loads, divisional loads, etc., as well as individual faculty loads.

27. Some attempt should be made to formulate a faculty load formula after sufficient data have been received, perhaps after two or three faculty load evaluations.

28. Adjustments in teaching load should be determined for specific responsibilities and encouragement given to utilizing such adjustments.

29. When assignments of extra responsibility are given to faculty, adjustments in some other area commensurate with the assignment should be planned in advance if at all possible. Reduction in load is to be preferred to increase in pay when extreme overloads may develop.

30. A review should be made of the general method of selection of standing committee members. (See Appendix J.)

31. Membership on major committees (not necessarily standing committees) should be limited to two for teaching faculty except for department heads who should be limited to three and divisional chairmen who should be limited to four.

32. A nominating committee (standing) should select the nominees for other standing committees. The nominating committee should have a membership with representation from all divisions and the administration.

33. The academic advisement structure should be examined and consideration be given to more extensive training of faculty in academic counseling; heavy counseling loads should be considered in adjusting teaching loads.

Faculty Role

One of the suggestions made by Dr. Pfnister after analyzing the Phase I report was that of the role of the faculty member in general policy making needed more intensive study. He stated further that he believed the faculty role in policy making should be expanded. On the other hand Dr. Willis Snowbarger raised the question whether heavy faculty involvement in all policies would tend to support a potential drift from doctrine or church commitments. Perhaps what we should like to find is that middle ground where faculty involvement in policy would lead to a strengthening of commitment to college and church. Whether our suggestions would lead to this point is not known but we have looked at some possibilities which we believe will

tend to support an attitude of openness with perhaps some new ways to promote communication between interested college groups.

The committee felt that the constitution needed to be examined with the strong possibility of revision. Since the Committee on Administration is recommending some revision of administrative structure and since this subcommittee is also recommending some revisions of faculty organizational structure it seems unwise to attempt to draw up some suitable constitution at this time. We do recommend that this be done, however.

34. Consideration should be given to expanded faculty representation at meetings of the Board of Trustees, as a service both to the faculty and to the board. It is recommended that there be provision for participation by the representatives on the floor, but without voting privilege. (It is further noted that the Board of Trustees may exclude the faculty representatives when discussing sensitive matters, as in an executive session.)

35. A statement referring specifically to "academic freedom" should be formulated and included in the Faculty Handbook and other appropriate publications. The Code of Ethics was examined and has been reworked. The suggested Code of Ethics is included in this report in Appendix K.

36. We recommend that the Code of Ethics, Faculty Constitution, and Statement on Academic Freedom be revised in keeping with present policies, needs and desires.

37. Faculty retreats should be considered as a means of orientation, in-service development, and improving faculty-faculty and faculty-administration relationships.

38. Attention should be given to developing effective ways for a more extensive teacher-student relationship outside the classroom.

39. Consideration should be given to utilizing faculty representation on such committees or sub-committees as Public Functions, Student Aid Scholarships, Academic Calendar, and Publications where there is at present no provision for faculty participation.

40. Consideration should be given to forming a Faculty Council as a parallel to the established advisory and representative groups of administration (Administrative Council) and students (Student Council). The term "faculty" used here is to be defined as it is in the Faculty Constitution, and includes all administrators.

Details of structure and function are not within the jurisdiction of this committee but some suggestions are:

(1) Organization of faculty social functions now under the faculty family.

(2) Selection of representatives to sit with the Board of Trustees.

(3) Provide opportunity for faculty forums and the like.

(4) Provide a mechanism for bringing items of interest to the faculty.

(5) Assist in the orientation of new faculty members.

(6) Promote in-service programs.

(7) Add a link in the communication chain involving faculty, students and administration.

(8) Represent the faculty in local, state, or national educational matters.

RETENTION

The area of rank and tenure was not examined in detail since it is being treated by both the committee on finance and the committee on administration. Following are samples of practices at other colleges as compared to the practice at Bethany Nazarene College.

Antioch College. Provides for a pre-tenure period consisting of limited terms usually of two years. During this period the faculty member demonstrates his value to the college.

Drury College. Provides for a probationary period of five years.

Bethany Nazarene College. The Faculty Handbook provides for the possibility of appointments prior to tenure of from one to three years. However, it appears the policy in recent years has been to make appointments prior to tenure for one year only.

In the light of the study of the committee, the following recommendation is made:

41. Requirements for advancement in rank should be modified to include incentives for continuing development of the faculty member.

In relation to faculty salaries, the following recommendation is made:

42. Salary payment schedules should be clearly stated in the Handbook and any anticipated changes from the published schedule should be announced two weeks ahead.

Concerning insurance, the committee makes this recommendation:

43. A study should be made of the possibility of paying life insurance premiums, disability income payments, and hospital insurance payments instead of increase in salary. If tax laws permit, this would be a tax advantage to the employee.

Concerning retirement policy, the following recommendation is made:

44. The present generally accepted age for retirement is 65. Appointments are made with the understanding that the faculty member

would normally retire at the end of the academic year during which his 65th birthday occurs. Tenure automatically ceases when the faculty member reaches retirement age and he should not assume that his appointment would be extended beyond age 65. Where it would serve the best interests of the College, and only in special cases, employment beyond 65 may be continued on a year-to-year basis by appointment made at the discretion of the administration and the Board of Trustees. In no case would a full-time appointment be made beyond the age of 70.

Teaching faculty administrative assignments, such as department heads and division chairmen, are also assumed to terminate at the end of tenure. Continuation of such an administrative appointment beyond termination of tenure may be on an acting basis if the College initiates the continuation.

Those members of the faculty above the age of 65 will not be eligible for retirement insurance payments by the college, sabbaticals, or other leaves or promotions. They will continue their status as voting members of the faculty, and will be eligible for participation in any sickness or salary insurance plans which are in effect in the college and from which they are not otherwise excluded because of age.

The committee also discussed ways that improvement of instruction might be stimulated through the faculty. Several suggested methods were gleaned from the study of other colleges, and are summarized in Appendix L.

The committee developed an outline of topics related to college faculty, and a copy of that outline is found in Appendix M.

45. It is recommended that a study be made by the Board of Trustees of the advantages of requiring all faculty participating in a retirement program with the College to invest with one or perhaps two selected companies as opposed to a choice of more than one or two. Also, that limitations be placed on the extent to which faculty may claim the contribution to retirement made by the College if the faculty mamber resigns prior to seven years of service (or some suitable term of service). Perhaps a side contract could be made between College and faculty member to the effect that under such circumstances the faculty member surrender all College contributions to retirement programs during the first five years or some suitable term of college participation. (The faculty member is not now eligible to participate in retirement programs until after two years.) The faculty member should be guaranteed the prevalent interest rate (presently 6%) on his own contribution.

The thinking of the committee was that this matter should be studied by both the Board of Trustees and the faculty, and that perhaps the most effective place to begin would be with the campus Committee on Insurance.

Chapter 6

PHYSICAL FACILITIES

In approaching the study of physical facilities on a ten-year basis, the committee feels that an area of prime consideration is the ultimate size of Bethany Nazarene College within this period, plus the possibility of advanced growth through later years or of a levelling off in size.

Many perplexities faced us, including such questions as "Who can say what future General Assemblies will do?", "How do you justify your predictions of a projected F.T.E. into academic divisions?"; "What is the optimal (and realistic) size at which the distinctives can be preserved, the greatest number of needs met, and the maximum efficiency of operation realized?"; "Has your projection been a result of or have you included a study of church and Sunday School growth in your zone?"; "Are the planning and proposals of the next ten years anything more than an extrapolation of the past?"; "Suppose your college faces a radically different kind of situation in the next ten years?"; "Projection of current 'business as usual' into the next ten years could have a disastrous effect?"; etc.

At first these questions caused some concern. As we have advanced in our study, we have looked at them more realistically, and from this has come the conclusion that neither we as a committee nor the experts have a crystal ball to come up with all the answers. We do believe that to a certain extent anticipations of the future must be based on experiences of the past. We hope that future General Assemblies will not make similar mistakes as perhaps have been made in some instances, and that as a denomination we have been awakened to the reality of the need of realism versus wishful anticipation. We are faced with a time of change in the Seventies in which curriculum, etc., may vary greatly, but if the basic buildings and needs are provided, adaptations can be made by careful planning with anticipation of possible revisions (which would include adequate plumbing, wiring and conduits whereby new or remodeled buildings and equipment could be changed at a minimal cost which might otherwise

escalate with expansion).

The dollar problem is not a new problem to Nazarene Colleges. It has ever been before us, and we are convinced that to a certain extent it will ever be before us. We are comforted by the fact that colleges of our denomination are not alone in this problem facing many colleges and universities of this day and age.

FULL-TIME EQUIVALENT CONSIDERATION

The committee has made a detailed study of the probable full-time enrollment within this ten-year period. We point out that following a decline and a levelling off, we have now started an increase which we believe will continue in a moderate manner, subject to campus morale and curriculum consistent with our day and time. It is the consensus opinion of the committee that the student body we should plan for in this ten-year period is a 2,000 full-time equivalent (F.T.E.) which will possibly result in a headcount of near 2,600-plus by the year 1980. These projections are based on the F.T.E. of the past few years against our peak enrollment, using 93 percent of headcount as a realistic F.T.E. figure. We realize that present economic trends and increased costs in all areas may result in many students having to work more while attending college, which will have a tendency to somewhat reduce their college loads. There is the probability of an increased proportion of married students, an increase of returning veterans, and a conservative increase for graduate students.

Based on this assumption of 2,000 F.T.E., the committee then directed the major part of its considerations of needs for physical facilities at the ultimate needs of our campus size, administrative and academic facilities, parking needs, dormitory needs, extracurricular activities, and other questions of this nature.

We have been made to realize that there is an ever-present need for the planning of non-academic activities for the students' free time. This is based primarily on the single students from an affluent society who have time on their hands and have come to our campus from an activity-oriented society. Therefore adequate planning to occupy the hours that they consider "free time" seems to be a necessity in campus planning.

The students on the committee have repeatedly stressed that more and better activities need to be planned for the students on campus. Considerable discussion was given as to the placing of tennis courts at certain locations near the dormitory areas on campus. There seems to be strong support for this plan. There is strong student support for revisions or changes in the Student Union Building, and some requests for more adequate dining facilities. After careful study it was the belief of the committee that the dining facilities can be taken care of by longer dining periods and as the need presents itself, more efficient services so as to expedite the food service requirements.

The committee considered several methods of remodeling the present Student Union Building. The committee gave consideration to a multi-story addition in the patio area of the present Student Union Building. Consideration was also given, if the need were proven, to a larger dining area, to the enlarging of the dining area through building structure changes with the dining facility being enlarged either to the west, the north, or the south. A third consideration as to enlargement of the building was the coming across the full south end of the building with a multi-story addition with the possibility of an addition to the east or north of the Peniel Room if further studies show the need to enlarge this room.

One suggestion was the possibility of building a new Student Union Building to meet the needs of the College of today and the projected needs of the future, with the thought that the present Student Union Building would be remodeled for academic and office use. Suggestion was made that a Student Union Building could be self-supporting by the addition of fee for Student Union Building use (say, $10 per student per semester). The feasibility of such financing has not been explored in detail. Examples were given of the student union buildings at other Nazarene colleges (NNC, TNC, ONC) and the financing of the buildings on their campuses. We have suggested that a study be made of these schools and others which have financed student union buildings through a student activity fee. There were also suggestions for financing a student union building by the Alumni Association.

There probably has been as much discussion directed to the possibility of a bookstore within the building than any other item

discussed. Detailed discussions have been held relative to the addition of a school operated and/or student operated bookstore. Several suggestions were made to the effect that, through a bookstore in a common area of the Student Union Building where students would be browsing, paperback books related primarily to different subjects being offered on campus would result in a tremendous sale and the volume of such business would be very profitable to the bookstore. There was considerable difference of opinion as to whether textbooks would prove profitable. There seemed to be a partial meeting of the minds that, with careful supervision and good cooperation from faculty members and students, textbooks could be sold at least on a break-even basis.

As to suggestions that other type shops be maintained in the Student Union Building, and illustrations of the success of same in other colleges, it was concluded that it might not be wise or feasible to operate shops that would compete with shops just across the street from our campus. The illustrations given of profitable campus shops were probably illustrations of colleges that were not physically oriented immediately across from a general business area.

ACADEMIC FACILITIES AND NEEDS

We have given careful consideration to the possibility of academic changes and the fact that Bethany Nazarene College may face a radically different kind of academic situation during the next ten-year period. However, we feel that the projections and requests that have been made by departments can be properly adjusted through the Academic Dean's Office.

In keeping with the objectives of the College and the fact that we are, and will continue to be, a Nazarene-oriented college, and recognizing our commitments to the church to continue to provide instruction in religion, we believe that the initial plan for the enlargement of the S. T. Ludwig Hall by an additional 20 to 30 feet to the east and the addition of a third floor will prove sufficient to meet the needs of the departments of Religion and Philosophy.

The present R. T. Williams Library appears to be adequate, and the third floor of the new section which is being used for modern languages also seems to be adequate. The improvements and the

movable equipment of this building must remain in place for a period that will extend through sometime in 1975, because of requirements connected with government financing. At such time, a further study might indicate the need for new provisions for modern languages.

The Science Hall in all probability will meet the requirements of the projected 2,000 F.T.E. In the long-range plan, the building of an auditorium-type addition to the south will need to be considered carefully. Also finishing of the fourth floor and the basement area may need to be done in the next few years.

The Social Science Building appears to be adequate for needs of the immediate future. In the longer-range forecast it is quite possible that a new building will need to be erected that will include the needs of the Home Economics Department, with the thought of allowing the Physical Education Department to enlarge into the area now used for Home Economics.

As we develop into the full use of Herrick Auditorium, it is anticipated that in all probability the needs of the Humanities can be met in this building.

The one-story frame dwelling now serving as an infirmary definitely is not adequate. At such time as adjustments can be made in this area, it might be that either in connection with the remodeling of the present Student Union Building these needs can be met; or an alternate plan would be, should a new Student Union Building be built, to consider it as a part of that building. If another Student Union Building is built, perhaps it could be remodeled into the present Student Union Building.

The Business Division has been one of the fastest-growing areas in the last several years. If this continues to be the pattern, in all probability McConnell Hall will need to be enlarged.

Thought should be given to the moving of the Department of Education into new quarters so it can function more effectively and the entire area of Bresee Hall can be used for administrative purposes. Additional administrative offices will be needed and by the moving of all classrooms from Bresee Hall the immediate need for administrative purposes can be met.

In the Physical Education Department the chairman has requested changes at the earliest possible date in locker-room facilities. A longer look at the needs of the department should

include the need for classroom facilities on the second floor of the Broadhurst Physical Education Building. We have previously recommended the use of the property on 36th Street for outdoor athletic needs. The department advises that the space is not sufficient for a full-size baseball diamond or football field, or for the building of tennis courts and a locker-room facility. Because of this, members of this department have requested that, in view of the high value of the property located just south of 36th Street, consideration be given to the securing of less expensive property, larger in area, where adequate space can be allowed for the athletic needs of the College. The possibility that the Bethany school system might sometime not need the large play area north of the present buildings caused consideration of the possibility of the attempted purchase of this land when and if it might become available. Additional consideration was given to the possibility of securing land north of 50th Street and west of Council Road, and also the possibility of land north of 42nd Street and west of Rockwell. These locations are suggested for study purposes only and the cost, etc., of same have not been explored in any detail by the committee.

SPECIAL CONSIDERATIONS

Requests have been made for individual lockers in the Student Union Building which could be rented by students. This would be for the purpose of placing coats and books in the individual lockers while students were in the cafeteria area and other areas of the building.

There was also a request by the Department of Home Economics that a living-room, dining-room area be prepared at one end of one of the larger classrooms on the second floor of the Broadhurst building for practical demonstration purposes of the Home Economics Department.

HOUSING

Careful consideration has been given to the suggestion by Dr. Pfnister that the style of life on most campuses in the next decade probably will include a trend away from as many students living in residence halls on campuses. In some places students are taking the position that they will not live on campus, and there has

been sharp comflict between students and universities where the universities have taken the position "you must live on campus." Dr. Pfnister has suggested that we take a good, hard look at this before we build more dormitories. He has suggested that perhaps Bethany Nazarene College can maintain a difference from this trend, but that we should take a good look at it before we place more money into dormitories.

The committee suggests that Chapman Hall be remodeled at such time as it is economically possible; the average room size needs to be increased and the dormitory air conditioned. Assuming that we continue to keep nearly all single students on campus in housing furnished by the College, we recommend the consideration of a new men's dormitory on the north side of 42nd Street, and the tying together into a U-shape of the two ladies' dormitories on the east side of Peniel. We believe that through this the ladies' dormitories necessary for a 2,000 F.T.E. will be accomplished. With the remodeling of Chapman, the use of Snowbarger and Bracken, and the building of a new men's dormitory on the north side of 42nd, the dormitories necessary for men will be realized.

We suggest consideration of continued efforts to arrange for financing of off-campus housing for married couples that will put apartment-type living property available within a reasonable distance from the College and at a cost that the average married couple can afford. We would hope that either through private investors or through some department of government, possibly HUD, such married-student housing can be provided.

In summary, we note that from time to time, possibly year to year, feasibility studies will have to be made to determine the growth indications and academic changes to properly provide for the physical needs of the different academic departments of the campus. We recognize the possibility that the planning and the proposals for the next ten years need to be something more than an extrapolation of the past. However, we feel that by careful review through the instructional staff and the Academic Dean the needed adjustments can be anticipated in advance and necessary provisions made.

Our architect reports that Bud Robinson Hall and Jernigan Hall can no longer be considered safe buildings for full occupancy under the fire codes. He further advises that they cannot economically be converted into any type of use as residence halls. We

feel that careful feasibility studies should be made as to the wisdom of the converting of these buildings possibly to academic needs, office needs for faculty and on-campus organizations, or possibly removal for landscaping and perhaps parking.

EXTENDED USE OF ACADEMIC FACILITIES

In view of the need for more extensive use of present facilities, we suggest that studies be made as to the possibility of two summer sessions, a short, condensed session between the first and second semesters, more night classes, and more use of teaching facilities through the afternoon.

We believe that we are limited in possibilities for continued enlargement of physical facilities for the time being because of our financial posture. A feasible contribution to balancing the budget will be expanded use of teaching facilities on campus. We also suggest study of the possibility of reducing tuition sufficiently in summer school to entice more students to campus during the summer months. This might also attract more teachers to our campus to pick up additional work during the summer months, especially in our graduate program.

FOOT TRAFFIC FLOW AND PARKING

The committee suggests that circulation flow of faculty, staff, visitors and students in, through, and around the campus must receive very careful planning as we look to the future. In this we must include an academic plan which indicates curriculum emphasis, policies relating to research orientation and other services, administrative policy, student life programs, etc. We expect that our campus should be oriented toward pedestrian movement, with emphasis on peripheral parking areas. Additional off-street parking must be programmed, and we would recommend that this first be programmed in the area on the north side of 42nd Street. If the demand continues to grow, we suggest that it be programmed in the area east of Peniel and east of Donald. There should also be a reserved parking area convenient for campus visitors. If Bud Robinson and Jernigan Halls are removed we suggest a parking facility in this area sufficient in size to be reserved parking for visitors to the campus. However,

the emphasis of Bethany Nazarene College campus should be placed upon the circulation of foot traffic, with peripheral parking and students walking from dorm to class to Student Union, etc. Pedestrians should be given clear preference over vehicles in the academic area. Very careful study (working with the City of Bethany) should be given to the feasibility of closing of College Avenue to through traffic from the highway north to 42nd Street.

RECOMMENDATIONS

In making recommendations we realize the financial pinch of the College. However, there are a number of areas which we feel need attention.

Continuous and Upgrading as Needed

1. We recommend a study of either the placing of lockers for rental use in the Student Union Building, or the installation of a checkstand where books, coats, etc., could be checked for a nominal fee. This matter is to be referred to the Student Council officers for study and recommendation.

2. We recommend the construction of additional exits on the east side of Herrick Auditorium for the convenience of students and faculty, and for safety in case of the need of emergency exit.

3. We recommend that immediate consideration be given to renaming the building containing Herrick Auditorium as "Herrick Hall" with "Herrick Auditorium" to be used to identify the auditorium only.

4. We recommend a continuous plan of peripheral parking improvements as needed and as financial ability will allow.
(1) First consideration should be given to paving parking areas north of Snowbarger Hall and north of Hatley Hall.
(2) Improvements should be made in the parking areas behind the Religion Building.
(3) Better parking facilities should be provided for faculty serving in the Science Building, Fine Arts Building, and the Library.
(4) All parking provisions should be made with the esthetic planning of the campus in mind, especially preserving the beauty of the mall area.

5. Special consideration should be given to providing for parking of motorcycles and motorbikes in the peripheral parking area, providing security measures for the safety of the cyles and bikes.

6. We recommend that minor modifications and improvements of game and recreation areas be accomplished in the Student Union Building.

7. We recommend that the needs of our auxiliary departments, i.e., printing, campus security, and maintenance, be met according to

the growth and needs of the College.

8. We recommend a continuous study with action as needed for improvements in the preparation and service line areas of the cafeteria.

9. We recommend better lighting in the parking-lot areas. This is needed for secruity of the cars and of those walking to and from the parking-lot areas. This includes better lighting at the north-east corner of the Prayer Chapel and at the east ends of Gary Hall and Hatley Hall. We would recommend consideration of mercury vapor lighting in these areas.

10. Update the Infirmary to meet student needs adequately, including service 24 hours per day.

11. In view of the drive that was conducted a few years ago on the Educational Zone for the remodeling of the "Fine Arts Building," and the government grant which has a deadline in which it can be secured, we recommend immediate action to start the remodeling of this building, our former Fine Arts Building, prior to September, 1972. We further recommend that a committee be formed immediately to make plans for the building in order to take advantage of the government grant before its expiration. This committee should include the Academic Dean and the chairman of the departments of Music, Art, and Speech Communications.

12. We recommend nominal use of space in Snowbarger and Bracken Halls, and any other residence halls deemed advisable, for recreational and leisure time areas. We believe that the furnishing of space for these purposes would eliminate some disturbances that now take place in the hallways and rooms of the dormitories. We further recommend the recessing of light fixtures in the hallways of the dormitories where they are not presently recessed. Small kitchen areas should be furnished in each dorm for the convenience of students.

13. We recommend that consideration be given to proper locating of the Art Department, and that should determination be made through the Academic Dean's office for location other than as a part of what has been considered the Fine Arts Building, serious consideration be given to the renaming of this building as the "Music Building."

14. We recommend some asjustments in Bracken Hall, if it is continued to be used as a men's residence hall, such as raising the sink levels, placing of electrical outlets in the bathrooms, raising the mirrors, and needed adjustments in the showers. (Perhaps this could be worked out on a gradual basis through work orders to the work crews of the campus as time and money would allow.)

15. We recommend the enlargement of the bookstore facility now included as a part of the Student Union Building to include supplies on a competitive basis. We further recommend careful consideration and study of the stocking of paperback books, in keeping with recommendations of faculty members and good business practices.

Action within Five Years

16. As the student body changes, and changes are realized on campus and in the College, on-campus housing be studied bearing in mind the suggestions that have been made by Dr. Pfnister as discussed earlier in this report.

17. We recommend a complete study of drainage and sidewalk adjustments of the central campus area to meet the requirements of the expected ten-year rainfall pattern.

18. We recommend additional and adequate parking be provided to meet the parking demand by students, faculty and visitors, with peripheral parking being given high priority, and reserved parking areas at convenient locations for off-campus visitors.

19. We recommend an in-depth feasibility study by the Academic Dean's office as to additional classroom buildings and realignment of departments as might be deemed advisable and necessary. Coupled with this, we suggest careful study of more continuous use of the buildings and classrooms presently available.

20. We recommend changes in locker room facilities in Broadhurst Physical Education Building, subject to justification of same by the Physical Education Department.

21. Realizing the Student Union Building is meeting the present need of the students fairly well at this time, and realizing the financial problems involved in improvements of it by the College per se, we recommend an in-depth study to explore the possibility of the enlargement or the building of a new Student Union through Alumni Association contributions and/or Student Union fees.

22. We recommend that adequate athletic fields and tennis courts be built in keeping with the proposed intent of the College in this area.

23. Subject to the need established by the growth pattern of the Departments of Religion and Philosophy, we recommend the extension of the S. T. Ludwig Religion Hall to the east and the addition of a third floor, and adequate faculty parking space be established in the peripheral area of the campus.

24. It is recommended that the use of Herrick Auditorium as a whole be thoroughly studied and that it, along with other buildings, be used all day. It is our considered opinion that many rooms in this and other buildings are available for teaching purposes many hours of the day, and that by increased teaching loads, including late afternoon and/or night sessions, we could increase the use of our present facilities, thereby increasing the students served and the income of the College.

25. Through consultation with the architect, it has been determined that Bud Robinson Hall and Jernigan Hall are not structurally sound to the point that it would be feasible to make any extensive expenditure for improvements in these two buildings. We recommend that any long-range plans should not include the continuing use of

these buildings. Should their use be continued for a few years, nominal expenses for private room living conditions and recreational and auxiliary uses might be justified.

26. The architect advises that Chapman Hall is architecturally sound. We find that the size of the rooms in Chapman Hall is insufficient for double occupancy. The room partitions are not weight-bearing partitions. We would recommend, when possible, the remodeling of Chapman Hall to have some private rooms, some rooms enlarged by removing of partitions for double occupancy, some recreational areas provided, new furnishings throughout the building, and the air conditioning of the building.

27. We recommend remodeling of McConnell Hall to include lowering ceilings, recessed lighting, air conditioning, and central heating. Should recommendation come from the Academic Dean of need for more class space, then consideration be given to the enlarging of this building.

Action within Ten Years

28. We recommend completion of the basement and fourth floor of the Science Building as the need is established.

29. For the beauty and esthetic value of the campus, we recommend that a botanical garden be built south of the Science Building when the old houses now there are removed.

30. The present greenhouse facility on the campus does not have adequate heating or humidification system for long-term climate control. It does not contain sufficient growing space. It is now being used with multi-layer shelves, with the lower shelves not having sunlight. In its present location and condition it is an eyesore. Therefore, we recommend building a new greenhouse facility for the budding of new plants, etc., with proper heating, lighting and climate control to be used by the campus maintenance crews. (This action should be taken in line with the recommendations in the Business and Finance section on the erection of new buildings.)

31. We recommend the building of an auditorium south of the Science Building to serve as a multiple-purpose building for campus use as need is established and in line with the policy recommended on new buildings in the Business and Finance section.

Chapter 7

BUSINESS AND FINANCE

The financial program of the College must be approached from the standpoint of overall objectives. People are important. Programs are important. Money has importance to the extent that it provides adequate programs for the maximum number of people.

Throughout the entire process, it is necessary to obtain a balance between cost and income. According to Dr. Charles Pinnell in Guidelines for Planning in Colleges and Universities: Management and Financial Planning, there are four basic approaches to achieving the desired cost-income balance:

1. Development of Increased Income. This approach may result in the definition of new objectives and plans of action to increase income. This would include such steps as tuition increases, requests for greater government funding, or increased effort to obtain more funds from gifts or endowments.

2. Modification or Elimination of Some Objectives. This approach requires the determination of the program costs to achieve certain objectives and the establishment of a priority on the objectives; some may have to be eliminated.

3. Examine Less Expensive Means of Obtaining Objectives. This approach requires a thorough examination of the proposed methods of obtaining individual objectives and an evaluation of the costs of alternate methods of achieving the objectives. Examples of possible action are: (1) increase of student-teacher ratio to reduce teaching costs, or (2) increase in the number of hours taught per week to eliminate the need for new classrooms.

4. Combinations of the Above. This approach is probably the most desirable of all.

These four approaches to achievement of a cost-income balance strongly indicate that the process of decision-making relative to finances and resource allocation in a college requires a more analytical approach then is now being used in many schools, probably including Bethany Nazarene College.

In preparing this report the Business and Finance Committee used several college catalogs, the BNC Self-Survey Report of January 15, 1965, the BNC Faculty Handbook of 1967, and Financial Records from the

College Business Office. Additional sources used have been interviews with administrators, faculty members, and students of BNC, and mail surveys sent to the student council presidents of Nazarene Colleges and the data processing managers of Oklahoma Colleges. Materials from the Oklahoma State Board of Regents, including written reports and an interview with Dr. Larry Hayes, Research Director for the Regents, were used. The book, Guidelines for Planning in Colleges and Universities, Volume Two, by Charles Finnell, developed for the Coordinating Board, Texas College and University System, also proved to be a valuable resource document.

SOURCES OF INCOME

Income for the College is derived primarily from five sources:

1. Student tuition and fees.
2. Educational budget allocations and gifts from the supporting church congregations.
3. Gifts and grants from private industry and foundations.
4. Gifts from alumni of the college.
5. Income from college-owned housing and auxiliary enterprises. (Source: Self-Study, 1965)

The major source of income for Bethany Nazarene College is students. Appendix P indicates that in fiscal 1970 a total of 78.8% of all income for General and Educational purposes came from student fees and tuition.

Less than 13% of the General and Educational funds was received through the Educational Budget. The suggested formula for assigning this budget is 5% of all monies expended on local church operations, less the amounts spent on buildings, improvements, and indebtedness. At this date all districts have accepted this percentage. (See Appendix S for indication of what would have been received if the 5% budget had been received and paid in full.)

Approximately 8.5% of current income for General and Educational purposes is received through other sources such as gifts and grants from industry, foundations, alumni and others.

At a meeting of financial officers from both public and private colleges in Oklahoma in October, 1970, it was pointed out that 33% of General and Educational funds are received from students as a national average. Representatives of private institutions in this meeting stated that they receive between 40 and 50% of their

income from students. Bethany Nazarene College stood alone with the high figure of 78.8%. The officers from the other colleges were quick to point out that we are "under endowed." It is clear that we need to drastically increase our income from sources other than students. (See Appendixes O and P.)

With regard to sources of income, we make the following recommendations:

1. That we encourage the acceptance of the 5% formula for the establishment of Educational Budget quotas on our zone, with increases of 1/2% per year until 7 1/2% is reached.

2. That districts accepting the 5% formula, and reaching that level of budget giving, will receive 10% of total district giving to the College in excess of 90% of their quota to be placed in a scholarship fund for BNC students from that district. Scholarship recipients will be selected by the College in consultation with the District Superintendent. (See Appendix S for information on the results possible from this program.)

3. That we encourage the receiving of gift annuities. If this type of program is soundly administered, the annuity funds are invested for income purposes until the death of the annuitant. Then, and only then, is the corpus of the annuity made available to the College. These funds could be invested in the property purchased for expansion purposes. (See item No. 20 under Sound Business Practices.)

4. That a systematic and continuous literature program be established to keep businessmen in the Oklahoma City metropolitan area and across the educational zone acquainted with the College. For example, a series of brochures about distinguished alumni and their accomplishments could be developed. We should encourage the line of thinking that BNC and excellence are synonomous. The main thing is to consistently keep BNC before these men as a long-range investment in significant contributions.

5. That we encourage our Student Employment Service to place our best students in jobs in the Bethany and Oklahoma City area. We should try to get jobs "reserved" for our students because they produce and are recognized as outstanding students. This will make local businessmen more aware of our contribution to the community at large.

6. That we encourage Nazarenes to take advantage of matching funds available from corporations to contributions made to the College by their employees. We should give constant recognition of these gifts in our publications.

7. That we seek to establish an annual contribution to the College from the businessmen of Bethany and the metropolitan Oklahoma City area.

8. That we encourage the General Church to establish a program of support for all individuals studying for the ministry of the Church of the Nazarene in all of her institutions, rather than limiting such support to only some ministerial-training institutions

of the Church. In this connection, we recommend that the Memorials Committee of each of the eleven districts of our educational zone send a memorial to the General Assembly of 1972 to the effect that General Church support be requested for young men and women who are studying for the ministry of the Church of the Nazarene. (We suggest that the Chairman of the Board of Trustees might be the appropriate individual to work with the memorials committees in this regard.)

9. That we recommend to the district assemblies that each church on the educational zone accept a "Double Five" budget (five percent for the basic budget and a second five percent for capital investments and/or debt reduction). This approach would replace the periodic campaign for capital funds.

10. That the Alumni Office operation be drastically up-graded and put on an aggressive, businesslike basis. Possibly this entire operation could be separated from the News Bureau and placed under the administrative jurisdiction of the Assistant to the President. A consistent, systematic, aggressive effort should be made to unloose the purse-strings of the alumni.

11. That in five years we launch a "Quality Teacher's Program" to raise money to provide more adequate faculty salaries. This program would involve a direct appeal to businessmen on a one-to-one basis to make major contributions for a quality program. A wide-range of gifts should be sought in the $10,000 and $5,000 class, as well as in lower brackets.

MANAGEMENT OF RESOURCES

12. That we seek ways to increase the percentage use of our classroom facilities before we consider erecting additional classroom buildings. This can be accomplished through the providing of more afternoon and evening classes.

Oklahoma City University and Southwestern College have more students in their night classes than in the daytime classes. These students do not generally require additional dormitory space. One of our sister Nazarene colleges requires incoming freshmen to enroll in at least two afternoon classes, unless excused for work schedules.

13. That we institute an up-grading of personnel through "performance evaluation."

One major responsibility of management in any institution is to provide procedures for development of the employees. The waste of human resources in inexcusable. Performance evaluation is a joint effort of the employee and his supervisor to set goals for a stated period of time and, subsequently, to evaluate the performance and set new goals for the succeeding period. The value of

this approach is the mutual agreement of superior and subordinate as to the goals and performance.

A performance evaluation should be instituted for both faculty and staff personnel. The Dean, Division Chairman, or Department Head should meet with each faculty member at least once each year to evaluate the professor's development. Goals should be set for improvement in classroom methods, counseling techniques, participation in extra-curricular activities; and in personal development through professional meetings, travel, graduate study, seminars, etc. At the conclusion of the year the performance of the past should be evaluated and new goals set for the next year.

Administrators and office supervisors should have evaluation sessions with their office help each six months. Plant supervisors should also participate.

14. That faculty and staff remuneration be equitable, and insofar as possible represent the value of the services of the individual to the College. In this regard, we recommend a study of the fringe benefits of lay members of the faculty and staff in relation to those now available to ministers, whose status with the Internal Revenue Service allows certain tax benefits.

BUDGET SETTING CONTROL

In connection with the recommendations on budget setting and control the reader is referred to Appendixes Q and R for a breakdown of expenditures of the College.

15. That the total expenditure for the College be set each year at a figure not to exceed the total regular income for the previous year. This would provide a realistic budget that would increase as actual income was received to support it. (Regular income is that received from student tuition and fees, educational budget, Oklahoma Independent College Foundation, rentals, and auxiliary enterprises.)

16. That each administrative office and each instructional department be given an assigned budget for each year as their portion of the total institutional budget, with this budget including all areas of operation. The Business Office is to encumber the budget at the point of the writing of the purchase order rather than at the time of invoice.

17. That the Business Office furnish each office and department a monthly progress report indicating encumbrances to date and budget allocation remaining.

18. That the Business Manager be given authority to administer the budget. That he be required to operate within the limits of the budget as adopted. That he be given veto power over all requests

for expenditures from administrative offices, instructional departments, physical plant office, and auxiliary enterprises. In the event that there is a shortage of funds so that budget commitments cannot be met, the setting of priorities will be established by the Budget Committee.

19. That a standing committee on faculty salaries be formulated to work with the President and the Academic Dean to work out a formula for determining salaries. The committee, consisting of one full professor, one associate professor, and one assistant professor, would be elected annually by the faculty. This committee would not deal in matters of individual salaries, but would serve as a sounding board for the President and Dean on the relative merits of the formula.

SOUND BUSINESS PRACTICES

20. That monies received from wills and annuities not be spent on current budget, but be placed in trust funds to build up an endowment. Only the interest should be available for use.

21. That we seek to arrange long-range financing for the property purchased for future campus expansion. Much of this has been financed by short-term obligations, placing an undue strain on the current fund.

22. That, after the Fine Arts Building is constructed, no additional buildings be planned until the indebtedness on present buildings (both short and long term liabilities) be reduced to a maximum of $500,000 (exclusive of self-liquidating government obligations).

23. That a sum of at least $50,000 be placed in the budget each year for upgrading our present buildings to guard against deterioration. This amount is to be in addition to the regular operations budget for the physical plant.

24. That the Plant Director, in conjunction with the President, the Academic Dean, the Dean of Students, and the Business Manager, develop a master plan for the proposed upgrading.

25. That students be encouraged to arrange financing for their accounts through other agencies than the College. That an interest charge be made on all accounts carried by the College to help cover the cost of processing the accounts and the interest that the College must pay for money it borrows to cover operational costs until the student accounts are paid. A study should be made as to the possibility of providing a national credit facility, such as BankAmericard, Master Charge, etc.

26. That the catalog requirement that students pay one-third down in cash with the balance to be paid in three equal installments be rigidly enforced. Students registering under this plan will not be allowed to continue in school after such payments fall due unless extension has been made by the Business Manager on the basis of clearly extenuating circumstances.

27. That by the fall term of 1972 we require that the entire semester's tuition and fees be paid in cash before enrollment is completed; that we provide for monthly payments for room and board only. No student should be permitted to enroll for a subsequent semester until he has paid the previous semester's obligation in full.

28. That an aggressive campaign for collection of past-due student accounts be instituted immediately.

29. That by our total approach as a college to money matters we encourage students to be financially responsible, including taking care of their accounts as agreed. This should be a part of our educational responsibility, and should include by teaching and example the principle of caring for basic expenses before indulging in luxuries.

30. That the Business Office designate an individual who will serve as a purchasing agent and oversee institutional buying in all areas.

DATA PROCESSING

31. That the use of the computer for administrative groups be expanded to include the following: (1) budget analysis for administrative offices, (2) studies of teacher loads and room usage, (3) expansion of the student information system, and (4) seminars for administrators and their staffs. (All of these applications are scheduled for immediate implementation.)

32. That full use of the computer by instructional personnel be encouraged in the following ways: (1) provide key-punch equipment at various locations on campus such as library, science building, education and psychology departments, (2) further development of the test grade service to include cumulative records for classes, (3) investigate uses of the computer as a teaching tool, such as for programmed instruction, and (4) automation of the library (long-range).

33. That the faculty be encouraged to use the computer in small research projects.

34. That we enlarge our "service bureau" operation to increase the income to offset the cost of the computer. (We are now doing work for Putnam City High School, Putnam City West High School, Bethany First Church of the Nazarene, and are renting time to a businessman.)

ADMINISTRATION-STUDENT COUNCIL RELATIONS

35. That Student Council funds be placed in a separate bank account to be administered by the Student Council Treasurer and the Business Manager each month.

36. That one-twelfth of the Student Council allotment be issued to the Student Council Treasurer by the Business Manager each month.

37. That the Student Council Treasurer and the Business Manager of the College issue checks on requisition by the appropriate Student Council officer and the sponsor.

38. That the Student Council Treasurer provide the Business Manager with a complete report of the previous month's activities before he is issued the next month's allotment.

39. That the selection of the Student Council Treasurer be made exclusively from nominees designated by the nominating committee and that no petition candidates be accepted.

40. That, due to the technical nature of the treasurer's job, the Treasurer-Elect each year begin his orientation into his work immediately following the election.

41. That in the initial year of this plan only the money sub-allocated to the general Student Council, its departments, and the variable fund be handled in this manner. (This excludes the publications, Culture Series, classes, AMS, and AWS.)

42. That a student activity fee be charged each semester separate from tuition. This fee is to be collected by the Business Office. The amount of the fee is to be determined by the Student Council in consultation with the Administration. The fee will include allocations for Student Council officers and programs, publications, Culture Series, varsity athletics, class dues, etc.

Chapter 8

ADMINISTRATION

The recommendations on administration are made to strengthen the hand of the Administration in implementing the objectives of the College as expressed by the Committee on Philosophy and Objectives and the report of the General Commission on Education of the Church of the Nazarene. These reports call for administration and staff to carry on a continuous program of self-evaluation and self-improvement in the light of the stated objectives and philosophy, in order to "maintain a current spiritual dynamic on the campus which shall challenge each succeeding generation to the privileges, possibilities, and responsibilities of Christian service." (Taken from the report of the Commission on Education, reviewed and adopted by the General Board, Church of the Nazarene, June 20, 1952, p. 5.)

The college administrator must know the facts about college operations in the broad social setting and in the unique local situation which is his immediate sphere of operation. This means that an essential part of his job consists of data collection and interpretation. A second part of the administrator's job is concerned with the solution of problems through the establishment of policies. On the basis of the data and in accordance with the policies thus developed, the administrator has the responsibility, thirdly, for formulating and effecting operational patterns.

Thus, the central focus of the administrator's role must be upon policy formation, policy execution, and management. These three kinds of activities occur in the context of the complex politico-socio-economic milieu which surrounds the college.

Certain basic beliefs relating to the worth of the individual, the relatedness of privileges and responsibilities, and the development of social process skills seem to have particular relevance in the sphere of administration. To be consistent with the stated institutional philosophy, the operational philosophy must be characterized by certain attributes, which are included in the following recommendations:

1. In any given area, and at any level of administration, there is a congruence of responsibility, authority, and accountability.

2. All administrative procedures are carried out in a manner consistent with a high regard for the individual.

3. Administrative roles are a direct derivation from the organizational structure, and administrative performance must relate to organizational goals.

4. The decision-making process is characterized by involvement of those who will be directly affected by the decision. This in no way reflects upon the prerogatives of the administrator, but institutes a greater capacity of advisement by affected persons.

Since the Church of the Nazarene has historically and definitively held the administration personally responsible for both the spiritual and academic aims of its colleges, it was only plausible and natural that the authority structure of the institutions should center in the President, as it does today--a philosophy of administration which has "worn well" in the years of the growth of the several colleges of the Church of the Nazarene as well as Bethany Nazarene College.

Current philosophical and methodological studies in administrative practice reflect a unique and growing role of the administrator within the structure of complex organizations. The growth in student enrollments, the skill required in management and recruitment, the social, economic, and cultural pressures of a changing society, the drastic shift in student profile, the place of the church, community, and government in education--all of these lend to a fresh look at the role of the administrator and the organizational structure and authority roles through which he can work most effectively. These changes call for a perspective that was not even dreamed of twenty-five years ago.

It is the respectful and considered judgment of the committee that rapid changes concerning Bethany Nazarene College, with their attendant issues, have stretched its capacities until organizational structure and some of its administrative practices, which may have been effective for a smaller community, cannot relate well to a student body of nearly two thousand. Such change inexorably results in problems of communication and authority roles which are beyond the capacity of any one man to deal with without constant re-evaluation and improvement.

Student body growth, along with changing social, economic, and cultural profiles, creates a situation in which the administrative reach falls short of the organizational demands. Since the structure and climate of an institution depend upon a cooperative approach among administration, faculty, and students, provision should be made for full and complete communication, realizing that such communication is an important key to good morale on the campus.

It is further felt that the administration must become increasingly concerned about informing the faculty and students about the College, about orienting them to institutional purposes and problems, and about giving them opportunities to study and influence institutional policies and objectives.

However, both faculty and administration should realize that faculty involvement in the business of administration can reach a point of diminishing return. Thus, if administrators demonstrate respect for faculty views and participation, there is hope that faculty members will realize their limitation and concentrate primarily on tasks within their areas of responsibility, while administrators perform their specialized tasks.

RECOMMENDATIONS RELATING TO "PROCESS"

5. The College should move toward and maintain an "open" style of administration with the following implications: (1) a shift toward more publicity in the general conduct of administrative affairs, (2) maintaining a free flow of information within the campus, and (3) taking the lead in presenting a complete and factual account in our own publications of controversial episodes and issues on campus, to counter exaggerations and distortions that may emerge in other reports.

6. The College should explore the feasibility of developing a cabinet-style government, with the following implications: (1) that the executive cabinet be made of such members as the Vice-Presidents in charge of Business, Academic Affairs, and Student Affairs, and including representatives of the Faculty, Public Relations and Alumni, and the Student Council President, (2) that there be regular meetings of such an executive cabinet to handle most of the major decisions that come before the College, including budgetary matters, plans for campus expansion, etc., and (3) that the President of the College fill the role of chief executive on the cabinet with a position of central responsibility and authority.

7. All college administrators should strive to give their teaching staff physically a sense of quiet security and intellectually a sense of adventurous security. The faculty, in turn,

should provide support for the administration.

8. The President and other administrators should be available as much as possible for fellowship and dialog, especially on an informal basis in the lounge or on campus.

9. The College should immediately establish a Communications Council, composed of five elected faculty members and five students selected through the Student Council. This council would meet at least once a month with the President. The duties of the council are not to include any policy-making, but will be restricted to discussing with the President current issues on the campus and communicating to him the mood and opinion of the faculty and students.

10. The administration should be meticuluously careful always to maintain an honest and consistent relationship with the constituency of the College.

11. The administration should seek to encourage the free expression of inevitable differences of opinion, recognizing that the well-being and effectiveness of the institution are dependent upon the extent to which, and the manner in which, each member of the College family accepts his responsibilities, exercises his rights, performs his duties, and exercises his authority.

12. The administration should see that the salaries, teaching assignments, and privileges always reflect the contribution that the person involved is making to his own profession and discipline as well as the contribution he is making to the functioning of the College.

13. Change and reorganization should be made as indicated by analysis and study. Vested interests or resistance to change should not be permitted to hinder growth and development of the College.

14. The administration should encourage vigorous, imaginative, and sustained efforts to facilitate the improvement of teaching effectiveness and professional growth of the faculty.

15. Good morale among faculty members should be developed by such things as (1) appropriate recognition of faculty accomplishments, (2) a system of rewards which is consistent with the needs and values of faculty members, and (3) a climate which permits freedom of thought, action, and expression so long as it is within the framework of the philosophy and goals of this institution.

16. Good morale among the student body should be developed by such things as allowing freedom (1) to the individual student to relate to his peers, (2) for student leaders, consonant with their responsibilities, for the solving of student problems, and (3) of rational expression in sanctioned student publications and forums, so long as the above privileges remain within the framework of the philosophy and goals of this institution.

17. The administration should earnestly seek to implement the innovations of this Ten-Year Study by making its various implications clear, by making available the required materials and tools for implementation, and by making any changes in the present organizational

arangements that are compatible with the innovations of this study.

18. Changes in the society in which the College functions, as well as changes in its constituency, its faculty, and its student clientele, call for a further shift from a traditional administrative philosophy (which often inclines toward paternalism) to a structure involving reciprocal communication and responsibility.

19. An increasing role for mutual consideration of policy among administration, faculty, and students should be put into effect.

20. An enlarged place for Bethany Nazarene College should be developed in the community of colleges, through academic and administrative interchanges, without losing the unique role for which the College was founded.

Because of the great influence which the College President commands over virtually all phases of the College operation, we feel that the choice of a well-qualified person to occupy that position is of critical importance to all concerned. For this reason, and because there seems to be no established procedure for the choosing of a president, the following procedure is recommended when it is known that a change in the office of President is imminent.

21. We recommend that a screening committee, headed by the Chairman of the Board of Trustees, be formed to begin immediately gathering information on potential nominees for the position of President of Bethany Nazarene College, and considering the necessary qualifications for this office. We further suggest that the screening committee be made up of eight Board members elected by the Board of Trustees, five members of the teaching faculty of BNC elected by the faculty, and the president of the student body of BNC.

We propose the following as a suggested selection procedure: (1) formulate a list of qualifications, (2) seek out qualified individuals, (3) set a time to review and deliberate nominees, (4) utilize any professional education consultants necessary, (5) narrow the field from the resumes, (6) seek additional nominees if necessary, (7) hold personal interviews with the top nominees, and (8) select nominees for presentation to the Board of Trustees for their election.

In order to insure consideration of as many qualified individuals as possible, nominations may be made to the screening committee by members of the Board of Trustees themselves, the teaching faculty and administration of BNC, or other persons deemed acceptable by the Board of Trustees. Each nomination should be accompanied by a brief resume of the nominee's qualifications.

The person who is ultimately selected should be brought to the campus for the semester preceeding his inauguration so that he might become more intimately acquainted with his administrative duties and the personnel of the College.

RECOMMENDATIONS RELATED TO "ORGANIZATION"

In order to implement the suggested "openness" philosophy, and to better capitalize on the inherent strengths of a broader based administrative structure, the Committee presents the following recommendation:

22. Establish a procedure by which laymen, pastors, and district superintendents would have equal representation on the Executive Committee of the Board of Trustees.

By bringing together the findings of the committee's study on this campus, and data in the literature and from other campuses, the following recommendations are presented relative to committees:

23. All standing committees now in existence should be conscientiously re-examined in light of their Faculty Handbook role and their present functions. Adjustments in either role descriptions or committee functions should be instituted.

24. A written agenda should be distributed in advance for the meetings of all standing committees.

25. A reasonably detailed written agenda should be submitted at least one week in advance of faculty meetings, especially when faculty action and/or consideration will be requested.

26. Establish a rotating system of committee membership, which will allow continuity while incorporating new members and thus new ideas into the committees.

27. Establish three new standing committees: (1) Health Services--to supervise the physical and mental health program of the College; (2) Publications Board--an advisory committee to study the nature and problems of student and college publications; and (3) Religious Life--to coordinate and supervise the religious life on campus, working in cooperation with the campus Chaplain and StuCo Vice-President of Religious Activities.

28. Establish the office of a full-time Campus Chaplain, to coordinate religious affairs in cooperation with the President, the standing Committee on Religious Life, and the StuCo Vice-President of Religious Activities. It is expected that the Chaplain would give supervision to the total religious life of the campus. A clearcut job description will need to be formulated for this position.

29. Revise procedures of the Rank and Tenure Committee as follows: full written reports of items to be considered are to be developed thirty days prior to the meeting and distributed to the members of this committee. A two-thirds vote of the full membership of the committee is to be necessary for approval. The departmental chairman of recommended faculty members should be invited to personally present data, but be absent during voting.

30. We recommend that the Student Council study plans on other campuses for a Rumor Report Center and recommend and initiate a viable plan for a similar communication system on the BNC campus.

31. We recommend that the roles and duties of division chairmen and department heads be further clarified.

Chapter 9

STEERING COMMITTEE

At the close of Phase I of the Ten-Year Study in the spring of 1970 several changes in the original design of the study were adopted. The most far-reaching of these was to lengthen the study by one year, with Phase II during 1970-71, and completion of Phase III with a report to the Board of Trustees in the spring of 1972. In the new plan, the Steering Committee was given the responsibility of (1) general supervision of the study, (2) working on procedures for implementing the report of the study, and (3) providing for change, with continual self-evaluation and updating of the Study, after its completion. The following discussion and recommendations are the results of the work of the Steering Committee on the latter two assignments.

IMPLEMENTATION

In order to assure the continuing impact of the Ten-Year Study and the considerations of its proposals the Steering Committee makes the recommendations enumerated below.

1. That a standing Research Committee be established and maintained, with established procedures for setting membership; that this committee be responsible for (1) following and promoting the implementation of the Ten-Year Study, (2) promoting institutional research in the areas covered by the Ten-Year Study, (3) maintaining and dispersing information concerning College operations and other pertinent data, (4) stimulating research activity among members of the faculty, and (5) initiating and promoting continual institutional self-study and change as needs arise.

There is such a committee now in existence, with less clearly defined duties, as appointed by President Cantrell in the fall of 1969. The members as appointed were Robert Griffin, Gene Heasley, Forrest Ladd (chairman), Elbert Overholt, C. Harold Ripper, and Stanley Frame (who is no longer on the staff).

The Steering Committee discussed methods of setting membership of the Research Committee, and the method of choice appears in

the minutes of the meeting of the Steering Committee on 23 November 1971.

2. That a Director of Institutional Research be appointed by the President, who will have these duties: (1) serve as chairman of the Research Committee (2) have responsibility for maintaining records which can serve as a basis for self-study and change, and (3) work in the system to be established for initiating change. (It is assumed that this may be a part-time position in the beginning.)

3. That the Research Committee gather and record information on what changes have been made which correspond to recommendations made by the Ten-Year Study.

4. That the Research Committee be responsible for recommending to each committee or office of the college those aspects of the study which should be considered by them.

5. That the Research Committee make an initial report to the President, which will also be available to faculty and students, of the record of consideration of the recommendations within a period of six months following the adoption of the study, and continuing reports on a semi-annual basis.

6. That it be understood that the Research Committee is not an administrative committee, and is not empowered to make decisions on acceptance, rejection, or revision of any of the recommendations of the study. It will be the function of the Committee, in relation to the Ten-Year Study and continuing institutional research, to identify and channel the recommendations made, trace the action taken on the recommendations, keep a record of what office or committee deals with each recommendation, and what action was taken.

7. That it be the prerogative of the Research Committee to request and receive information concerning any action for the purposes of assuring that the recommendations are seriously considered. It is understood that changing conditions may call for divergence from the plans as originally developed, and it is expected that the Committee will be cognizant and appreciative of such changes.

This recommendation amounts to the suggestion that the Research Committee become a follow-through committee on the progress, consideration, and outcome of the recommendations of the Study, and be entitled to information needed to perform this function.

8. That one of the functions of the committee will be to continue to initiate and, as much as possible, carry out continuing self study, with recommendations to be considered by the faculty, administration, and students. A systems approach is to be utilized in this continuing study.

CHANGE

There are three major types of decisions, and levels of change, which can take place in an educational institution: strategic, management, and operational.

Strategic decisions generally encompass the setting of institutional goals and objectives, as well as the development of broad policies and strategies for achieving them. Initiation of such changes ordinarily would be by the General Board of the Church of the Nazarene, General Assemblies of the Church, the Board of Trustees of the College, and the President of the College. Some examples of such strategic decisions might be the nomination and election of a President of the College, long-range campus development, the relation of the College to the Church, the setting and adopting of budgets, and the like.

Management decisions concern the implementation of strategic goals and objectives by assuring that resources are obtained and used effectively and efficiently, and that the institutional objectives are being accomplished. At this level, certain types of decision and change are definitely the prerogative of the President, the administrative officers, and/or the faculty. Some examples of this management level of decisions would be the nomination of faculty members and hiring of staff personnel, proposing and implementation of budgets, implementation of long-range development plan such as identifying needs for physical facilities and carrying out plans for the erection of buildings, and similar decisions.

Operational decisions are those made day by day which assure that fairly-well-defined tasks are being carried out effectively and efficiently. Such changes are ordinarily left to the discretion of the operating personnel. Examples of this level are such decisions as classroom procedures and operations, setting of office procedures, routine student council activities and services, building maintenance, and similar types of decisions.

It is taken for granted by the Steering Committee that all new decisions and changes brought about by these decisions are to be consistent with the decisions and policies set at the level or levels higher in authority. Thus, decisions at the management level must be made within the scope of decisions made at the strategic level, and operational decisions must be consistent with policies and decisions made at the management and strategic levels.

Suggestions for change must be directed ultimately to the individuals or groups which are responsible for that level of change. However, we wish to stress that the seeds of change can be planted by

anyone, and they may be planted anywhere he feels comfortable to make suggestions. Changes in this manner may be initiated by students, the educational community, the business community, the pastors of the educational zone, church members, parents, alumni, or other interested individuals or groups. It is the aim of the Steering Committee to provide conditions whereby any and all suggestions will be heard and considered. A student, for example, may feel free to talk to his pastor, a member of the Board of Trustees, the President, a member of the Student Council, a professor, his parents, or anyone who will listen and can pass the suggestion on to an appropriate point. If the suggestion for change "catches on" with someone, the suggestion must be channeled through the established procedures for change, which in turn depend on the level of the type of change.

Obviously, no institution can make all of the changes suggested to it; the purpose of the Steering Committee is not indiscriminate changes as a result of expressed whims, but it definitely is to provide means whereby ideas for change can be presented and considered, and where feedback to the suggestor can be made concerning the results of his idea.

The recommendation of the Steering Committee, in the light of the foregoing discussion, is as follows:

9. That provision for initiation of change be made for those individuals who are not functioning in the usual channels for the making of decisions and initiating change. Such provision should enable individuals to make their suggestions for change at any place in the ongoing structural arrangement of the College, or to the Research Committee, which in turn could give guidance for the appropriate hearing of the suggestion.

The purpose of this recommendation is to make the possibility of initiating change open to anyone, with assurance that suggestions will be considered, while at the same time insuring that suggestions are not implemented indiscriminately and without consideration for the established levels of decision - making and responsibility as summarized earlier.

The Steering Committee closes its report with a representation of the levels of decision and responsibility discussed earlier in this report, in an attempt to indicate graphically these levels, examples of the types of groups or individuals who may make decisions at the three levels, and how change may be initiated within this

system. Appendix X shows the three levels of decision making of the College with possible areas of overlap, and gives illustrative mention of the groups or individuals who are likely to function at various levels. It is to be taken as illustrative only, and not as a complete delineation of all the line-staff administrative organization.

Appendix Y represents some of the ways in which individuals or groups who are not within the formal decision-making structure of the College can work toward the initiation of change. The four major components are (1) the developed decision-making structure of the College (center), (2) the avenues now operating (Ten-Year Study Committee) or proposed (Research Committee) to which suggestions may be made for consideration and transmission into the operating structure (right), (3) possible periodic, irregular, or perhaps even ad hoc groups or occasions at which suggestions may be made (left), and (4) a representation of the various types of individuals or groups who may be interested in the College and wish to make suggestions for change (bottom). The boxes at the left and bottom are illustrative of any number of groups or events, rather than any set number corresponding to the number of boxes drawn. The Ten-Year Study Committee box will disappear at the conclusion of the Study, and in its place will be the Research Committee, as a standing committee of the College. The arrows indicate lines of communication and influence.

Chapter 10

SUMMARY

Our report and its recommendations are now before the President and the Board of Trustees of Bethany Nazarene College. Even during the course of the Ten-Year Study many changes have taken place. Some persons involved in the study seemed to start out with an assumption that rising enrollments, financial support, and the continuation of special government grants and loans were continuing facts of life. They evidently are not.

Changes in administrative structure and personnel in all areas of the College have been affected since the study began. Such changes represent a struggle for survival in this era of rising pressures on all higher education, particularly on private colleges and universities. Thus, some of the more expansive and expensive recommendations of this report may have to be delayed indefinitely in the light of more pressing needs. However, the fact that there are long-range needs, and possible areas of expansion and of services should not be forgotten. The fact that we are now operating at a subsistence level should not cloud our vision of better days ahead. Nor should we permit our vision of possibilities blind us to necessary priorities and lead us into harmful indulgence. The path is to be found in careful planning, energetic working, and a high degree of cooperative effort of those who believe in Christian higher education for the Church of the Nazarene.

There already have been many things accomplished which are concerned with the Ten-Year Study. Some of these have been direct results of the Study involving early implementation. Others have developed concurrently with the Study, but did not necessarily grow out of its work. No matter--the point of our work is not to take credit, but to get the job done of making a more effective BNC. Some of these changes are presented in the following paragraphs. Certainly one of the major changes has been the reorganization and cost-reduction program initiated by the administration and implemented by the Executive Committee of the Board of Trustees.

(1) There has been a marked increase in student participation of the affairs of the College. This is indicated most prominently in student membership on many standing committees. (2) There has been a significant improvement in communication to academic advisers of the academic status of their advisees. These have come from the office of the Assistant Dean of the College, and have been a help to the advisers and to the students involved. It is hoped that the values obtained here will not be lost in the administrative rearrangement. (3) There have been improvements in the procedures and functioning of several faculty committees, particularly the Educational Policies Committee, to name only one. Such improvements as advance agendas, regular meetings as much as possible, improved record-keeping for the meetings, and improved reporting of actions of the committees are among the improvements made in this area.

(4) One of the more far-reaching changes, which will make itself felt far more in the future than it has to now, is an ad hoc committee studying the general education program of the College. The value of good work from this committee will be of great value in a better educational program with more versatility and challenge, as well as improved economy in use of faculty resources. (5) An aviation program has been added to the curriculum, with no expense to the College and a great increase in opportunities for the growing number of students seeking a career or an avocation in flying. The College is fortunately located to take advantage of many aviation facilities. (6) A cooperative arrangement has been made with the Technical Institute of Oklahoma State University, which permits courses to be made available to students, which we cannot offer on our campus, again at no cost to the College. (7) The overseas study program sponsored by the General Church is an improvement consistent with the aims of our study.

(8) A campus bookstore has been established and is now handling the textbooks. The convenience is appreciated by students, and it is hoped that this can be a profitable auxiliary of the College, with increased inventory as well as profits. (9) There have been changes in the library, including consolidation of holdings in related areas, particularly those related to the graduate program. There also have been improvements in the catalog files.

(10) Chapel planning has been diversified to include broader representation on the Chapel Committee, and this has been reflected in an improvement of chapel programming to meet spiritual needs of students.

(11) There have been changes in such procedural matters as the handling of probation for students having academic difficulty, and in registration forms and procedures. (12) Improvements have been made in recreational facilities in the Student Union Building, including a vastly changed and improved Wigwam area with the machines installed by Ronald Cronk. (13) Some parking lot improvements have been made. (14) There have been changes and improvement in certain aspects of the athletic program.

(15) Increased attention to vocational guidance, as well as other counseling services, is being provided by the Testing Service of the College. (16) A working arrangement with the Bethany Guidance Center makes more extensive counseling services available to students in addition to those provided by the Psychology Department.

(17) Student Council procedures have changed in ways consistent with the aims of the study. For example, recommendations concerning the selection of students for Who's Who in American Colleges and Universities, the film program of the College, and regular visits with the Academic Vice-President all have made for better functioning of the student government, and thus at least indirectly the quality of student life on the campus.

(18) In addition to these and other specific changes, the Study had breathed into the campus an air of self-examination, expectancy of change, of active planning for the future which has seldom, if ever, been present among the administrators, faculty, and involved students of BNC. Student involvement in the workshops held in connection with the Study has led in nearly every instance to a new vision by student leaders of the concern, approachability, and problems faced by administrators and members of the Board of Trustees. The open hearings held for each area of the Study in the fall of 1970, again demonstrated an openness and accessibility to planning and decision-making which was impressive, and rightly so, to many students and even faculty members.

(19) Along with the hopefulness reflected above has developed occasionally an attitude of "wait and see," a dubious and

perhaps occasionally almost cynical opinion that all this fuss and bother won't really make any difference. It is important that such an attitude, where it is one of honest doubt, be shown to be without adequate foundation. While conditions probably will make it impossible to implement all that we have recommended, it is important to demonstrate that the study was requested in good faith and that its efforts will be responded to with equal good faith.

There are not only many details in this report, but also many themes. In the following paragraphs some of these themes are presented. They are not intended to replace the recommendations, nor to be exhaustive, but rather to express areas of overlap and emphasis, and, on occasion, of omission.

(1) It seems apparent that the concepts involved in a systems approach to planning are essential in something as complex as an educational institution. Repeatedly our considerations revealed areas of overlap and of implications of action in one area for consequences not only in that area but others as well. All except the most tiny units of operation must be considered in relation to all other units when changes are being made if planning is to be sound and consequences of change are to be accurately anticipated.

(2) Another theme reflected frequently was the need for relating all actions, plans, policies, and physical changes to the goals of the College. We are a branch of the Church of the Nazarene, with a specific educational task, and we must find and fill our place in the scheme of things related to higher education as well as to the Church. Doing this must mean omitting some good things, and focusing on those goals most important to our constituecy. Anticipated changes must be seen in terms of institutional goals and not simply in terms of convenience, expedience, availability, popularity, pressures, and the like.

(3) Yet another theme or emphasis is the large number of changes which can be made with little or no financial outlay. Although many of the recommendations will cost money, sometimes a lot of it, many others cost nothing and may even produce further income, at least indirectly. It is our firm conviction, also, that in the long run the greatest financial gains will come to the College because of its excellence in meeting the needs of its constituency.

We have made recommendations pointing toward excellence; we hope they will pay off in opportunity to continue and enhance whatever areas of excellence we can develop at Bethany Nazarene College.

(4) Flexibility and adaptability is another recurring theme. The time when doing things a certain way just because they have "always been done that way" must come to an end (if it ever was appropriate at all). Changing conditions call for changing tactics and procedures, even though basic goals do not change. Instructional methods, modes of governance, attitudes toward change, administrative structures, recording forms, etc. are all subject to change, sometimes with very little notice. Bethany Nazarene College needs to develop the kind of structure, and especially the kind of people, who can adapt to changing conditions without losing their bearings as to central aims and goals. We need to do whatever we can to prevent "hardening of the categories" which hinder our effectiveness in the task of Christian higher education. Change is usually difficult; unplanned change is especially difficult and often expensive or even catastrophic. Planned change works much more smoothly. We are calling for as much <u>planned</u> change as possible.

(5) Mutual involvement of the governing and the governed, the leaders and the led, the teachers and the taught, the administrators and the administrated--this theme of reciprocal involvement appeared in nearly every discussion and report. We have in mind here something which is valuable but also very delicate. We are asking for involvement of those involved on the receiving end of decisions. Yet we know that extreme egalitarianism is a travesty on democracy, and often its enemy. We are not asking for egalitarianism, or even for democracy in the sense of a vote of the majority; we are asking, rather, for a prior hearing and consideration of the situation by those who will bear the effects of decisions. In a complete sense this ideal is, of course, impossible. Yet honest attempts to approach it are remarkably effective techniques of reaching mutually acceptable decisions which, although perhaps not completely to the liking of all, are accepted with a minimum of complaint and resistance. We think such an approach to leadership at Bethany Nazarene College, at all levels, is worth an honest try. We feel that authoritarian or egalitarian alternatives are not very helpful.

(6) On perhaps a different level, one other theme (perhaps

a short-sighted and self-centered one) is a desire to have the General Church look with compassion on its liberal arts colleges. Whether correctly or mistakenly, we have felt that the expansion of the higher education program has had some implications which are unfortunate. We hope ours is not a childish cry for sympathy or an attempt to externalize our own faults and mistakes. Yet our recommendations to the General Church, and to the districts for memorials to the General Assembly, are made with the conviction that another look must be taken. We cannot undo what has been done, but we do call for a second look at the consequences and for creative ways of making those consequences as harmless as possible. We hope that in turn we, as well as the other colleges, can make a more effective contribution to the Church of which we are a part.

(7) We have called for a more open fellowship among us. This theme is expressed in several different ways, but it reflects a desire for enhancement of one of the qualities for which small colleges are noted--the development of lives, as well as learning, through informal avenues of fellowship and acquaintance. Student with student, faculty with faculty, student with faculty, student with administrator, faculty with administrator--all such relationships are sought in the climate of Christian fellowship, love, and mutual acceptance. This is not the official, task-oriented, businesslike, hierarchical type of relation, which must at times be our mode of relating; it is rather the provision for unprogrammed encounters which leave people glad they are where they are and with the people they are with. We believe this to be part of the stuff of which Christian education is made.

(8) Still another theme is the need for providing through the courses taught, but not only there, for the kind of educational experiences that will stick and be useful for a long time. We are not certain how this is to be done, but doubt that the lecture-notes-memorization-repetition routine will get the job done. More important than curriculum reform is professor reform. Ways need to be found to enable professors to adapt their subject matters, their methods, and their goals to the real educational needs of their students. Innovation and change, not for its own sake, but for the sake of excellence in Christian education, must become a part of the BNC way of keeping school.

(9) A theme which underlies nearly every recommendation, and certainly the work of each subcommittee, is the spiritual tone of the College community. A powerful tide of dynamic spiritual emphasis is essential, not just because of tradition but for two additional reasons: (1) Part of excellence for BNC is the spiritual welfare of every student; we cannot accomplish our goals except by effective spiritual impact. (2) The greater freedom and flexibility called for in this report requires a correspondingly greater cohesive force of Christian love and fellowship. Ways to effectively permeate all of campus life with Christian principles and concern must be found and utilized.

Appendix A

COMMITTEE PERSONNEL

Members of the Ten-Year Study Committee

1969-70 and 1970-71

Kenneth Armstrong, Jr.
(Student, 1969-70)
Ray Atwood
David Baker
Don Beaver
(Area Chairman)
Roy H. Cantrell
(President)
Dave Clayton
(Student, 1970-71)
Harper Cole
(Area Chairman)
Ron Crumley
(Student, 1969-70)
Willis Dobson
Stanley Frame
(Area Chairman, 1969-70)
Paul Gray
Loren Gresham
(1969-70)
Anne Greve
(1969-70)
Robert Griffin
(Area Chairman)
Alfreda Hanna
(Resources Chairman)
David Hess
(Student)
Geraldine Huhnke
(Area Chairman)
Dwight Jennings
(Student, 1969-70)
Robert Judd
(Area Chairman, 1970-71)
Marcelle Knight
(1969-70)
Kay Keoppel
(Student, 1970-71)
Forrest Ladd
(Study Chairman)
Harrell Lucky
Carolyn McMahon
(Student, 1970-71)
Harry Macrory
(Area Chairman)
Loran Madsen
Steve Miller
(Student, 1969-70)
Ray Moore
Elbert Overholt
John Patredis
(Student, 1969-70)
Judith Payne
Oscar Reed
(1969-70)
Wanda Rhodes
Janice Rice
(Student, 1969-70)
C. Harold Ripper
Mei-Thomas Rothwell
Brad Scheel
(Student, 1970-71)
Judy Schuneman
(Student)
Elmer Shellenberger
Sherri Slick
(Student, 1969-70)
A. Elizabeth Smith
(1969-70)
Vernon Snowbarger
Vince Snowbarger
(Student, 1970-71)
Lynn Stowe
(Student, 1969-70)
Roger Strong
Jo Thompson
(Student, 1969-70)
Bill Vaughn
(Area Chairman, 1970-71)
John Vogt
(1970-71)
Jim Walker
(Student, 1970-71)
Obed Watters
(Area Chairman, 1969-70)
Pat Westmoreland

Area Committee Members, 1970-71

Philosophy and Objectives

Robert Griffin, Chmn.
David Alder
Tom Barnard
Lester Dunn
Fred Floyd
Bobby Godfrey
Paul Gray
Keith Keltner
Elbert Overholt
Larry Rice
Helen Rothwell
Carol Walker
Jim Walker
Sharon Young

Instruction

Geraldine Huhnke, Chmn.
Anna Belle Laughbaum, Sec.
Willis Dobson
Lora Lee Dunkin
Kathy Fieldcamp
Bea Flinner
James Franklin
James Garner
Carla Goble
Earl Greer
Roger Hahn
Gene Heasley
Gary Lance
Harrell Lucky
Wesley Moon
Wayne Murrow
Anita Reynolds
Wanda Rhodes
Brad Scheel
Malcolm Shelton
Lorretta Snyder
Robert Stafford
Elton Stetson
Roger Strong
Dale Toepfer
Ruth Vaughn
Keith Walker
Robert Wood

Students

Bill Vaughn, Chmn.
Ray Atwood
David Baker
Kathy Davis
Margaret Dunn
Carroll Etter
Katherine Falkner
Jean Graham
Loren Gresham
Paul Hendrickson
Winifred Howard
Marselle Knight
Cecil Knippers
Ruby Latham
Carolyn McMahon
Margaret McReynolds
Loran Madsen
Larry Mills
Nila Murrow
Karen Nobles
Melvin O'Bannon
Donald Owens
Mark Reighard
Ron Sloan
Vernon Snowbarger
Vince Snowbarger
Lucinda Snyder
Dorothy Stasser
Obed Watters
Dolores Wood

Faculty

Don Beaver, Chmn.
Ethyl Dickerman
Irwin Harris
Gail Howard
Kay Keoppel
David Miller
Constance Spruce
Melvin Unruh
John Vogt

Physical Facilities

Harry B. Macrory, Chmn.
Ray Moore, V. Chmn.
Lawrence Snell, Sec.
Ray Bowman
Leo Finkenbinder
Helen Harkins
James Knear
Shural Knippers
James Pauley
Bart Rustin
Judy Schuneman
Dorothy Sheldon
Rob Staples
Gordon Wickersham

Business and Finance

Harper L. Cole, Chmn.
Joy Beaver
Fred Beckwith
Harry Craddock
Emmett Hammer
David Hess
T. C. Leckie
Jack Pischel
Paul Reinbold
Elmer Shellenberger
E. D. Simpson

Administration

Robert W. Judd, Chmn.
Donald Brown
David Clayton
Donald D. Danskin
Lyle P. Flinner
L. Charles Jennings
Howard G. Oliver
Judith Payne
Oscar F. Reed

Steering

Roy H. Cantrell, Pres.
Forrest Ladd, Chmn.
Don Beaver
Harper Cole
Robert Griffin
Alfreda Hanna
David Hess
Geraldine Huhnke
Robert Judd
Kay Keoppel
Harry Macrory
Elbert Overholt
Oscar Reed
C. Harold Ripper
Mel-Thomas Rothwell
Vernon Snowbarger
Vincent Snowbarger
Bill Vaughn

Resources

Alfreda Hanna, Chmn.
C. J. Peterson, Sec.
Forrest Ladd
Elbert Overholt
C. Harold Ripper

Appendix B

ACADEMIC FREEDOM

Freedom has meaning in a pluralistic society only within the dimensions of responsibility. The Constitution of the United States provides freedom to all its citizens within the framework of responsible interaction in interpersonal relationships. The limitations of freedom are clearly marked in regard to those who would use the right to overthrow the principles of the country.

The limitation of freedom outlined above is a necessary ingredient in the academic sphere. The college is being called on to give a reason for its existence. Traditionally men have said a college is a community of scholars whose business is the preservation, transmission, and discovery of truth. The objectives of Bethany Nazarene College give reinforcement to this definition.

An academic community thrives on ideas--all sorts of ideas--good ones and bad ones. It has also been a matter of democratic faith and academic faith that error is best exposed when it is presented against the background of truth. Occasionally, some who do not understand or appreciate the academic context of "the collision of ideas" are critical of the platform for error that seems to be condoned by the college. Such individuals must see that error hidden has the aura of excitement, but error brought face to face with truth has the kiss of death already upon it.

Oliver Wendell Holmes wrote:

> The ultimate good desired is better reached by a free trade in ideas. . . . The best truth is the power of truth to get itself accepted in the competition of the world. . . . that at any rate is the theory of our Constitution. . . . it is an experiment. . . . While that experiment is part of our system, I think we should be eternally vigilant against attempts to check the expression of opinions that we loathe and believe to be fraught with death, unless they so eminently threaten immediate interference with lawful and pressing purposes of the law that our immediate check is required to save the country.

A Christian college participates in this same approach to truth. With a sense of mission, sometimes lacking in other liberal arts traditions, a Christian college such as Bethany Nazarene College advises its teaching personnel to present all points of view within the domain of their professional competence. The Platonic dialogues are a classic example in the field of the confrontation of ideas, where error is presented with its strongest possible case and contrasted by the right in its most convincing articulation. The student's cwn reason stands as the arbiter for the truth.

It is a misunderstanding of academic responsibility to assume that the teacher must remain aloof from the decision-making process.

He has a point of view--he has a responsibility to share that point of view as long as he is fair in his presentation of positions that differ from his own.

A practical example of the principle of confrontation of ideas is evident in the current nation-wide pressures to bring to the campus speakers who politically, socially, and morally espouse positions that are not only immoral, but are politically suicidal. The refusal to give a platform to such error is consistent with academic freedom. This is the case, particularly if, as an alternative, intellectual debate presenting both positions is made available in a climate of concern. While it is evident that the airing of ideas (bad and good in confrontation) is dangerous, its alternative is intellectual sterility. We cannot produce young men and women who think in a vacuum. We must develop within them the powers of reflective thought--the ability to solve problems, to criticize and evaluate in a climate where emotional subjectivity is at a minimum and objective reason is at a maximum.

The principle of freedom with the limitation of responsibility looms large in the academic context of Bethany Nazarene College. Professors at this institution have a two-fold responsibility: (1) to the College and Church under whose perception of truth the faculty member takes employment; and (2) to conscience and its responsiveness to enlightened reason. A fruitful and creative relationship is shared when the two are in phase or coalesce. A rupture occurs when there is tension between the faculty member's twofold responsibility, particularly at the point of principle.

If a faculty member's perception of truth has come to the point where it is in a state of contradiction or rebellion to the position held by the College, then that faculty member is duty-bound to tender his resignation and seek an environment more conducive to his conscience and his conception of truth. He thus maintains integrity of conscience on the one hand, and respect for the right of a college to set the criteria of its continued existence, on the other.

Appendix C

A STUDY OF ACADEMIC APTITUDE AND PERFORMANCE

AT BETHANY NAZARENE COLLEGE

In the summer of 1970 Dr. Ladd, as Director of Testing Services, made an extensive study of the academic achievement of seniors for whom certain items of information were available. The study was based on students who graduated in the departments of Biology, Chemistry, Mathematics, Physical Education, Physics, and Psychology from 1966-1970. Those seniors all took the GRE as their senior core examination, thus giving one objective measure of their academic achievement as seniors. Many of these seniors also had complete ACT records, so their potential for college work also had one set of objective measures. The major findings of the study are presented below.

1. The mean ACT composite score at the time of college entrance was 23.18, which is above both the local and national averages. It represents the sixty-ninth centile on general college-bound norms, and the fifty-fifth centile among freshmen entering schools giving the doctoral degrees. (Rank among freshmen who later graduated from college is unknown.)

2. The mean overall GPA for college work was 2.90.

3. The mean GPA for college work in the major field was 3.00.

4. The mean centile rank of the seniors on the area test in comparison to national norms (based on a norms group in 1952) was 47.79.

5. The mean centile rank of the seniors (same norms) on verbal skills was 49.98.

6. The mean centile rank of the seniors (same norms) on quantitative skills was 69.53.

7. It should be noted that this is a selected set of departments (all using the GRE for the core exam those years), that there were variations between departments, and that there were variations within departments from year to year. It should also be noted that the competence demonstrated in the major field is slightly below both verbal and quantitative competence. The high quantitative ranking probably is related to the strong representation of the physical sciences in the group.

8. In comparison to applicants to graduate school and first-year graduate students during the period from May, 1966, through April, 1969, the centile ranks are approximately as follows:

Major Area:	20th
Verbal Aptitude:	40th
Quantitative Aptitude:	60th

9. In comparison to a national sample of graduating seniors of the 1962-63 and 1964-65 academic years, the centile ranks are approximately

as follows:

Major Area:	50th
Verbal Aptitude:	60th
Quantitative Aptitude:	74th

10. A study of correlations of several variables was made on those seniors for whom information was complete (126 seniors). Some of the major findings follow:

Variables	Correlation Coefficient
ACT composite vs. cum. GPA	0.41
Predicted grades as freshmen vs. cum. GPA	0.58
ACT composite vs. verbal aptitude	0.65
Predicted grades as freshmen vs. verbal aptitude	0.58
ACT composite vs. quantitative aptitude	0.68
Predicted grades as freshmen vs. quantitative aptitude	0.51
Cum. GPA vs. verbal aptitude	0.43
Cum. GPA vs. quantitative aptitude	0.41
Cum. GPA vs. major core test	0.53
Major GPA vs. verbal aptitude	0.34
Major GPA vs. quantitative aptitude	0.34
Major GPA vs. major core test	0.48
ACT composite vs. major core test	0.54
Predicted grades as freshmen vs. major core test	0.46

11. One variable that had only negligible correlations (and occasionally even negative ones) was the number of hours completed in the major. E.g., the correlation of the number of hours in the major with the score on the core test was 0.18, and with the GPA in the major area was -0.07.

12. Data on all GRE or UP test scores of seniors at varying times and in eleven fields (based on 256 seniors) indicated the mean centile rank on the senior norms as follows:

Major Area:	42nd
Verbal Aptitude:	48th
Quantitative Aptitude:	61st

13. On these 256 seniors, the cumulative GPA was 2.91, and the major GPA was 3.02.

14. Again, it may be seen that performance in major areas was lower than the two aptitude scores.

15. General summary for these departments:

(1) BNC seems to take in about average (or slightly above) freshmen and produce about average (or slightly below) seniors, as measured by objective tests.

(2) The verbal and quantitative abilities of graduating seniors are relatively higher than their subject-matter mastery in their major fields.

(3) Entrance examination scores are closely related to verbal and quantitative skills as seniors.

(4) College grades are more closely related to subject-matter mastery on the core test than to verbal and quantitative skills.

(5) Test-taking skill seems to be a common factor underlying both entrance and senior examinations, and it is not the same as the ability to make college grades. (E.g., ACT composite correlates slightly higher with senior core scores than does GPA in the major field.)

(6) The typical grade, throughout college, for those who graduate is "B."

(7) Instructors apparently demand somewhat less of their students than what they can do, as judged by the differences between the senior core tests and the verbal/quantitative skills tests.

(8) Having weak students take more courses in the major area does not seem to improve their core test performance very much.

16. Limitations of these data:

(1) They do not include all areas of the college. (Three large areas--education, business, and religion--are not included.)

(2) Scores on senior tests have unknown correlations with achievement in life, such as practical affairs or graduate school.

(3) The core tests may not adequately match the objectives and emphasis of the major fields of study.

(4) The norms for the senior tests tend to reflect schools with above-average students. (However, this is true in verbal/quantitative skills as well as in major areas.) The centile for the ACT in Ph.D.-granting institutions probably is a good indicator of the abilities of these seniors in comparison to schools on which the senior norms are based.

Appendix D

A LIST OF POSSIBLE PRE-PROFESSIONAL AND VOCATIONAL TRAINING PROGRAMS

1. Oklahoma Certificate in Special Education--Department of Education

2. Early Childhood Teaching Certificate--Mrs. Beaver

3. Certificate for Supervisors of Foreign Languages in the Elementary School--Mrs. Wood

4. Certificate programs for states requiring subject-matter majors for elementary teachers--Miss Sheldon

5. Program for teachers of psychology in the public schools--Dr. Ladd

6. Graduate program leading to a counselor's certificate for teachers--Graduate Sub-Committee of the Teacher Education Committee

7. Program in the supervision of visual-aids and learning centers--Department of Education

8. Nursery and Day-Care Center certificates--Mrs. Beaver, Mrs. Reynolds

9. Pre-"Sewing for Profit"--Mrs. Reynolds

10. Program for assistant dieticians--Mrs. Reynolds

11. Pre-Merchandising--Mrs. Reynolds

12. Certificate in Community Recreational Leadership--Dr. Rhodes

13. Pre-Bachelor of Foreign Trade program--Miss Huhnke

14. Missions program with emphasis upon linguistics--Mr. Owens, Miss Huhnke

15. Distributive education courses--Mr. Snell

16. Terminal certificate program in affiliation with Oklahoma State University Tech in Oklahoma City--Dr. Shellenberger

17. Program preparing students for Oklahoma Real Estate Brokers' license--Dr. Shellenberger

18. Medical Records Technician--Dr. Shellenberger

19. Improved nursing program--Dr. Heasley

20. Pre-Physical Therapy, etc.--Dr. Beaver, Department of Health, Recreation, and Physical Education

Appendix E

PHASE II RECOMMENDATIONS OF THE INSTRUCTION COMMITTEE RECEIVING LOWER VOTES AT THE WORKSHOP

This appendix contains six recommendations of the Committee on Instruction which received fewer than 75 percent favorable votes, or more than twenty percent unfavorable votes. The types of comments made about each recommendation are included, in order to give as clear a picture as possible of the thinking of the workshop group concerning these recommendations.

1. From the area of scheduling comes the following rejected recommendation:

*** That provision for required conferences with freshmen at the nine weeks' time be made; many students already know their grades and do not come to the faculty adviser to secure the report.

The two most common suggestions here were either to issue midterm reports only in case of inadequate work (D or F), or to issue no midterm grades on a schoolwide basis at all. It seems to several that the expense of formal reporting, as has been done, probably outweighs the value of the reports. The Office of the Registrar does not have to have midterm grades for official records (although it is the opinion of the Registrar that midterm grades should be reported, in some form, to every student and not just those doing unsatisfactory work).

2. Another rejected recommendation from the area of scheduling was as follows:

*** That there be an administrative clarification of the significance of the date that term work is due. Some teachers interpret the date as the first day that term work can be expected, and others interpret it as the last day for accepting work. There is some feeling on the part of committee members that this matter has been clarified sufficiently but is not being followed consistently by faculty members.

The prevailing comment was that setting times for term work is the duty and prerogative of the individual instructor, and should not be designated administratively at all.

3. From the area of scheduling again, the following recommendation:

*** That teachers who use various types of project work rather than final examinations in their courses arrange to use the examination period for meaningful class activities rather than stopping the course with the last regular class period. The rationale for this recommendation is that there is less basis for student complaint if all teachers use the time rather than some closing their classes early.

The comments were varied. Such ideas as leaving this to the instructor, complaints of students, tendency to be punitive rather than instructional, and tendency to be only a time filling device are perhaps as representative as any.

4. From the area of general education comes the following rejected recommendation:

*** That consideration be given to the use of general education area tests for the attainment of junior standing. (This recommendation is based upon suggestions made to the committee rather than being a recommendation from the committee itself.)

This recommendation received the lowest vote of any from the Committee on Instruction, but relatively few comments. Probably the most prominent reason for questioning this recommendation was the problem of admission to junior standing and completion of the junior standing form. Such tests would completely change the present procedure. Another type of question raised was the acceptance of such a procedure by the faculty, many of whom feel that acceptable completion of a course is a better indication of competence than a standardized test.

5. From the area of classroom instruction and individualization of instruction comes another rejected recommendation:

*** That consideration be given to re-joining the North Central Workshop. The conferences with guest leaders in education and the faculty seminars which were to replace the workshop program have not materialized each year. As a result, there is a feeling that the faculty is not as aware of current trends in education as it should be.

The two most common questions raised here were costs and the preferability of a locally-initiated program. (These comments seem to miss the point of the recommendation that the local program has not done what the committee feels it should.)

6. The recommendation below was part of the report dealing with instructional resources.

*** That the present limited orientation to the library be replaced by a "new student" tour of the library during Freshman Orientation Week (including the distribution of a Library Handbook and a briefing on the book- and fine-charging systems and on the hours of service) and by an eight- to nine-week programed course in "The Use of the Library," to be required of all freshmen and transfer students during their first semester and to be under the supervision of a professional librarian.

In the workshop the work the library staff on a similar program did was presented, so the low votes indicate primarily a mood of abeyance until the library staff can do its work in this area.

Appendix F

PHASE II RECOMMENDATIONS OF THE STUDENTS

COMMITTEE RECEIVING LOWER VOTES

AT THE 1971 WORKSHOP

Each of the recommendations in this appendix received less than 60 percent favorable votes and/or more than 20 percent of the votes in the two unfavorable categories, and also less than 75 percent of both categories of favorable votes. They are listed by areas, corresponding to the structure of Chapter 4. Major points discussed in the workshop, and noted anonymously on the ballots, are included. Occasional parenthetical comments by the study chairman also are included.

Intercollegiate Athletics

*** 1. One additional faculty member is needed to help implement the athletic program at this time.

The comments raise the question of need in relation to costs, and the alternative of redistribution of load among the present staff.

*** 2. Begin to separate teaching from coaching loads if financially possible.

Comments mainly had to do with costs, and wanting reasons why this is needed.

Financial Aids

*** 3. If possible, it would be well that <u>all</u> students employed on campus file an ACT Family Financial Statement annually. (This would enable us to offer employment more equitably to qualified but needy students.)

Most comments indicated this one seemed to be more trouble than it was worth.

*** 4. The federal government is now encouraging a report of the income of the family of every student. This is not yet mandatory, but probably will be within the next few years. Thus, the College should give some consideration to the advisability of making this item a part of the admissions application.

This one received a very low vote with 34 percent unfavorable. It was seen most often as an invasion of privacy.

Student Publications

*** 5. Since the yearbook is primarily for the students, it should not be basically a public relations instrument.

Only a bare margin kept this one from being recommended (it received 73 percent favorable.) The questions raised emphasized that inevitably the yearbook is a public relations item, and nothing can make it otherwise. Others wondered what the recommendation meant. (Chairman's note: I wonder when it ever has been considered basically a public relations instrument, and why this emphasis was placed in the recommendation.)

*** 6. A study of the censoring practices of other Nazarene colleges should be made and appropriate standards should be adopted.

The most common comment here was that BNC should do what is appropriate for her, and not blindly follow other Nazarene schools.

*** 7. Since the newspaper is primarily for the students, it should not be considered basically a public relations instrument.

The same type of comments were made here as with item 1 above.

*** 8. Enlargement of the weekly newspaper, should an increase in student body and financial assistance warrant such a change.

This was a five-year follow-up recommendation. Some comments questioned the need for such enlargement, while one other called attention to the qualifications included in the recommendation. One noted that the paper stands more in need of improvement in quality than expansion in quantity.

*** 9. A greatly enlarged staff to take care of the work of an enlarged campus newspaper.

Commentators wondered, as above, about the need here, as well as about criteria to be used in doing the great enlarging.

*** 10. Expansion to a full-fledged department of journalism, with at least one full-time instructor in charge, with such part time personnel as may be needed and available.

This is a ten-year follow-up item. The comments generally reflected an attitude of waiting to see if such action seems appropriate at that time.

*** 11. Proper housing for the journalism department, including publication offices, classrooms, darkroom, etc.

This too is a ten-year item, and seems to the workshoppers to depend on funds and need.

Student Government

*** 12. All student government funds should be moved off-campus. Allocation could be made in periodic payments convenient to the school, e.g. monthly.

This is a five-year recommendation. There was discussion of this recommendation at the workshop, with the pro and con points as follows. Pro: It would make the treasurer of the Student Council more responsible, would simplify the work of the office, would enable the treasurer to control the cash flow, would eliminate the problems of accuracy and communication now encountered in the College business office, and would increase the opportunity of the treasurer to know the present balances in his accounts.

Con: The College can only make funds available as collections on current accounts are made, and thus must continue to be involved; an irresponsible or incompetent treasurer could mismanage funds with little or no control by the College; and the need for the College to maintain control over all its funds, even though some are assigned to one of its sub-units.

Another issue discussed here was the amount of tuition income which is to be allocated to the Student Council. This involves (1) the actual amount to be allocated per credit hour, and (2) allowances for shrinkage due to unpaid student accounts. (Chairman's note: There seems to be a basic misunderstanding here which should be clarified in the fall of 1971 if it hasn't been already.)

Students on Committees

*** 13. Consider the possibility of placing a significant number of students on all faculty and administrative committees dealing with student and student-related affairs.

Since there are students on most faculty and administrative committees already, the question now becomes one of defining "significant number" and seeing what committees do not have student representation. Others noted the value of having students as advisers to committees, and one noted the need for using this area as a means of developing responsibility in students.

*** 14. Establish a Disciplinary Committee to serve in conjunction with the review boards and the Administrative Council. Half of the membership of the Disciplinary Committee should be students and the other half should be composed of administration and faculty.

The idea here is to have three levels of disciplinary bodies: (1) the men's and women's review boards, (2) the new Disciplinary Committee, and (3) the Administrative Council. Since more details are included in item 18 below, discussion on this item is included there.

*** 15. At times when the Administrative Council is considering disciplinary problems there should be student representation. Note: this is a specific recommendation but should be considered in conjunction with number 13 above.

Some comments indicate that the Council should, at times such as at the request of the student involved in disciplinary action, be able to function without the student representatives. Others indicate that the Council normally would consider disciplinary problems without student members, but could bring in student representatives at the request of the student being considered.

*** 16. The committee responsible for the formulation of rules and regulations for student conduct, whether it be the Disciplinary Committee mentioned above or a similar one, should be composed of at least 50 percent students.

Most of the comments were made by those favoring the recommendation Generally the comments reflected doubt that there should be as much as (or more) half the committee made up of students. Two suggested perhaps 25 or 30 percent students.

*** 17. Place a significant number of students on all faculty and administration committees dealing with student and student-related affairs.

This is the same recommendation as number 13 above, except that the idea of "considering the possibility" is not present. The same comments that were noted there apply here. (Chairman's Note: This seems to me to be an appropriate recommendation for immediate action. It should not take five years of consideration to make a decision on this issue.)

Student Discipline

*** 18. That there be three levels of appeal designated to handle disciplinary problems, the first level being the Review Directorate and Women's Judicial boards being composed entirely of student members, which will handle all minor offenses. The second level would be the Disciplinary Committee which is to be composed of one-half students and one-half administration and faculty, which would handle all major offenses and all minor offenses which are appealed from level one. Level three would be the Administrative Council, with student representatives, which would handle all offenses which are appealed from level two. A student may request to have his case heard by any level, bypassing the lower levels.

This complex recommendation brought forth a lot of workshop discussion, and many written comments with the ballots. First, the workshop discussion. (1) The point was made that at times a student will prefer to have only the Dean, or a small number such as the Dean of Men, Dean of Students, and the President, consider his situation and make a decision. The question was raised as to whether this option would still be available to the student. (2) The procedure for making a decision in the Administrative Council was discussed. When it was noted that ordinarily its decisions are based on unanimous concensus, the question was raised as to what procedures might be used if students were part of the Council. (3) The potential problem of conflict of interest and undue pressures upon students in the Administrative Council was discussed. The question raised was whether it is appropriate to expose students to the possible pressures associated with the types of decisions the Administrative Council frequently has to make. (4) The other side of the coin was that student members can help to explain the procedures and decisions of the Administrative Council to other students better than is possible at present. (5) The point that administrative responsibility should rest on authority, which in turn rests on accountability, was made. The question raised here was whether students have

the type of accountability to the constituency of the College which is required to qualify for the type of authority and responsibility the Administrative Council exercises. (6) The need for student involvement in order to provide for a feeling of "we" instead of "they and us" was pointed out. The question raised was whether the type of rapport we are seeking can be had without student representation in the consideration of problems related to students. (7) Several expressed the view, or agreed with it by common consent (with no formal vote being taken) that there should be student representation on the Administrative Council, but that the student(s) should not vote on the decisions.

The comments on the ballots of those voting approval reflected the following: (1) the types of offenses to be handled by each level should be spelled out, (2) students should be advisory only on the Administrative Council, (3) there should be no students on the Administrative Council, (4) only the Administrative Council should have the power of disciplinary probation or dismissal, and (5) not all minor offenses should be allowed to be carried to the Administrative Council.

Those voting unfavorably stressed in their comments that there should be no students on the Administrative Council.

Only one commentator reflected disapproval of the idea of an intermediate level of disciplinary body, and no one objected to the proportion of students there. Some stressed the need for working out the details carefully.

Student Services

*** 19. We should have a full time psychological counselor for the college.

Comments stressed the costs in relation to value received, the need for assuring that the counselor be in accord with the religious beliefs of BNC, that this could be a part-time position, and that the position might be combined with the chaplain.

*** 20. Acquire a college chaplain.

Several stressed the need for a chaplain, and also wanted to see him as separate from the psychological counselor. Some who were not favorable stressed the need for carefully selecting this individual, and that the present administration apparently is not favorable to the idea.

Housing

*** 21. Provide a more restrictive program of controlling permits for off-campus residence. One part of this would be to consider raising the age requirement.

One commentator proposed age 25; others noted that this recommendation was going in the wrong direction. Another raised a question of how this would apply during the summer term.

Student Activities

*** 22. Provide an activity following one of the regularly scheduled banquets, e.g., as Ferrante and Teicher after the 1970 Heart-Pal Banquet.

Comments raised the question of finance, and the workshop discussion also added the question of uncertainty of being able to come out in the black on such efforts. Others thought this was a very good idea and should be encouraged, perhaps in conjunction with the culture series.

*** 23. Revision and reinstatement of the film program as stated on page 48 of the 1969-70 Handbook.

The statement referred to in the Handbook is as follows: "This is an educational and entertainment service which provides films on a regular schedule for the students."

A statement proposing some guidelines for implementing this proposal was submitted to the Workshop by the Student Council. The statement submitted is as follows:

> "The Student Council would like to emphasize this recommendation and make some further recommendations on this matter. There is a committee for the selection of films and funds for the rental of films provided for through the Student Council. This committee is to provide 'a regularly scheduled program of educational, inspirational, and/or entertaining films for viewing by the College Community' (Student Council By-Laws, Committee on Student Services).
>
> "We recommend that films be chosen by this committee and then be submitted to the administration with an explanation of the content of the film for their approval. The film committee and administration would also be responsible for pre-viewing the film.
>
> "We would like to emphasize the desirability of entertaining films specifically. They are relatively inexpensive and provide a much-needed break in the strain and monotony of college life. There should be no question as to the atmosphere in which the film would be shown since the films will be shown on campus. There should be no question as to the content of the films because all films would be previewed, and censored if necessary. Further we feel that the origin of the film should not be the criterion for judging a film. A film should be judged on its own merits and content alone. We have all confidence that the Film Committee and the administration would make wise decisions in this judgment."

The comments reflect both favorable opinions and some negative. The negative voters cautioned to go slow and be careful here. Those voting favorably noted (1) that the origin of a film should make no difference in judgments concerning it, (2) that the "Hollywood products" should be eliminated from the program, (3) that there may be times when the origin of the film might be important, and (4) that the statement from the Student Council seemed to be very well done and quite appropriate.

*** 24. That more chapel hours be given over to assembly-like programs, e.g., drug abuse, band concert, orchestra concert, Chorale, readings from the Speech Communication Department, and religious films.

Those voting favorably made comments emphasizing (1) the need for study and re-evaluation of the entire chapel program, (2) the need to continue chapel as a time of spiritual growth but recognizing the varied ways to promote spiritual growth in addition to chapels resembling traditional church services, and (3) that the "preaching" effect is weakened by overuse. Those voting unfavorably stressed (1) that the College must continue emphasis on the spiritual, and (2) that such a proposal should be followed only if general chapel is required five days a week.

*** 25. Design a program to appeal to off-campus students. The Vice-President of Social Life could activate such a program.

Some commentators didn't understand what the recommendation meant. Others wondered if the costs would lead to a corresponding benefit. Others agreed with the recommendation if the off-campus students want it. One opponent noted that the activities are there already if they'd come, and we should spend our energies more profitably on other things.

*** 26. Additional recreational facilities be placed in the Student Union, e.g., pool tables.

This was a five-year follow-up recommendation dealing with student activities. Those voting favorably were in favor of the general statement, but the example of pool tables raised such comments as "where," "but not pool tables," and "being in favor but hearing talk that problems may arise." Those voting negatively noted that playing pool is not generally accepted in the educational zone and that the costs would be too great for just a few students.

*** 27. As enrollment increases, student activity allocations should be increased to allow adding possibly one more all-campus activity.

One commentator who was opposed noted that more students automatically bring more money. Favorable commentators noted that allocations should be increased proportionately with any increases in tuition, and that the recommendation does not reflect the true relationship of student and college funds. (One commentator mused that $100 per hour would do the job!)

*** 28. Additional recreational facilities be placed in the Student Union, e.g., bowling alleys.

This is a ten-year follow-up item. As on item 26 above, most comments were concerned with the example used rather than the general idea. The comments referred repeatedly to the very high costs of installation and maintenance of bowling alleys, and whether these costs could be justified by potential use.

Student Retention

*** 29. We recommend that a trained, full time psychological counselor be hired who will spend his full time in the area of counseling to supplement the counseling already being done.

This is the same recommendation as number 19 above, and the comments are the same.

*** 30. We recommend that this counselor should be selected by a screening committee composed of at least one-third student members.

Comments noted that probably student contact and reactions should be obtained, but that final selection and hiring should follow the same procedures (administrative) as are used for faculty and other staff members.

*** 31. We recommend that the screening committee should take into consideration the qualifications and age of each applicant.

This seemed to be obvious and taken for granted by those few making comments.

*** 32. In the Ten-Year Study, Phase II report, the Committee on Students has recommended the revision and reinstatement of a film program.

The Student Council would like to emphasize this recommendation and make some further recommendations on this matter. There is a committee for the selection of films and funds for the rental of films provided for through the Student Council. This committee is to provide "a regularly scheduled program of educational, inspirational, and/or entertaining films for viewing by the College Community" (Student Council By-Laws, Committee on Student Services).

We recommend that films be chosen by this committee and then be submitted to the administration with an explanation of the content of the film for their approval. The film committee and administration would also be responsible for pre-viewing the film.

We would like to emphasize the desirability of entertaining films specifically. They are relatively inexpensive and provide a much needed break in the strain and monotony of college life. There should be no question as to the atmosphere in which the film would be shown since the films will be shown on campus. There should be no question as to the content of the film because all films would be pre-viewed and censored if necessary. Further we feel that the origin of the film should not be the criterion for judging a film. A film should be judged on its own merits and content alone. We have all confidence that the Film Committee and the administration would make wise decisions in this judgment.

All the comments were made by persons who voted to approve. Many simply affirmed that the recommendation was good and should be implemented at once. One mentioned the use of films in effective evangelism, while another noted that "there may be times when the origin of the film might be important."

Appendix G

PHASE II RECOMMENDATIONS OF THE FACULTY COMMITTEE

RECEIVING LOWER VOTES AT THE 1971 WORKSHOP

One of the considerations in faculty role as a part of faculty involvement was the matter of interfaculty organization. The study made of twelve other colleges indicated few organizations which encompassed the faculties of several colleges. One which was found was the American Association of University Professors. In Oklahoma there are units of the Oklahoma Education Association on several campuses. Several schools, such as Oklahoma College of Liberal Arts and Langston University, are members of the Oklahoma Education Association University Unit. There are direct financial benefits if we should establish such a unit. It would also be beneficial to help set the policies of the state and exert positive influence in the State Education posture.

As far as intrafaculty organization is concerned, we could form a faculty organization with representation from each of the six divisions and several members at large, with possibly a total of twelve members. For want of a better name, let us call it the Faculty Council, as compared to the functions of the Student Council. All members of the faculty (teachers and administrators) would be members. Only teaching faculty would be eligible to hold elected offices.

A possible organizational structure would be:

Officers: President, Vice President (agenda chairman) and Secretary-Treasurer (also other executive members as needed).

Purpose: (1) Represent the point-of-view of faculty members to the administration and to the Board of Trustees of the College, (2) report point-of-view of administration and the Board of Trustees to members of the faculty, (3) provide a framework for faculty-student interaction, (4) discuss problems specifically related to the classroom teacher, (5) assist in resolving interdepartmental problems, (6) assist in the orientation of new faculty members, (7) arbitrate differences between faculty members of the same department, (8) responsibility for faculty social events, (9) sponsor in-service training, faculty prayer meeting, etc. (have a scheduled meeting every Wednesday at 4:00 if the time is not needed by the Administration), (10) official contact with students through the Student Council, (11) establish a Credit Union which will provide mutual benefit for the investor and those of the Credit Union Membership who may need short term loans comparable to that of the OEA Credit Union (see statement in RETENTIONS by I. Harris), and (12) up-date the Faculty Handbook annually (loose leaf).

A feeling expressed in the committee was that the better we know one another, the more we will become a better coordinated faculty and be able to meet the needs of the students.

One of the suggestions made by Dr. Pfnister in his analysis of the Phase I study was that the Faculty Organization, in whatever form, could best serve its purpose if the chairman of the organization were allowed some released time to plan and promote the faculty program.

In view of these considerations, and the opinion that we probably do not wish to establish an AAUP chapter, the committee recommends:

*** 1. Consideration should be given to forming a faculty council, a faculty senate, an Oklahoma Education Association Unit, or some such representative group.

The commentators voting favorably made several emotive responses such as "excellent" and "good," but some made more substantive responses, such as (1) prefer faculty council, (2) want an OEA unit, and (3) very much don't want an OEA unit. Those voting unfavorably (1) doubted the value of such organization, (2) noted the danger of the development of a power block, and (3) called for more study in faculty meetings before deciding on this.

Another recommendation in relation to faculty role was as follows:

*** 2. A faculty fee should be considered to cover costs of an in-service development program. The College should consider sharing in the cost of such a program as an incentive for faculty development.

Opponents commented that (1) this should not be done if the in-service training has no credit and would not appear on a transcript, (2) should be done only if there is some tangible return for the faculty member, and (3) in-service training is good but it is the responsibility of the College and should be subsidized by the College. Two favorable voters commented that it should be free if it helps the College, and that faculty members probably cannot afford this.

In discussing faculty retention there were several items on fringe benefits discussed by the committee. The following remarks were made prefatory to recommendation numbers 3, 4, and 5 below.

Dr. Pfnister observed that our program in this area was a rather modest one and suggested it receive some attention. Following are some observations and suggestions from the committee, based on research by Mr. Irwin Harris, Director of Endowment.

The College should set up a policy requiring all future faculty as well as present faculty to place all retirement plans with one company, with no exceptions, except those who are already in a plan, and will not accept the job here unless they can keep their present retirement plan.

Faculty and staff members should agree to relinquish all claim on the college contribution to the retirement plan, if employee leaves within five years after starting the retirement plan. The employee would retain all money the college placed in the retirement program if the college asks the employee to leave. The employee would receive 100 per cent of his contribution plus 6 per cent interest if he leaves before the five years. The employee shall retain 100 per cent of his contribution as well as the college contribution if he leaves any time after the five year period. This could prove to be very effective in retaining faculty and staff.

Employees can receive tax benefits if the college agrees to pay all life insurance premiums, disability income payments, and hospital insurance payments instead of the employee receiving an increase in salary. This could not be considered a part of the employee's income, but could be added fringe benefits to save the employee taxes.

Have a set concrete policy on Social Security, with all personnel to be handled the same, ministers as well as laymen. The College should pay one-half of Social Security and the employee pay one-half.

Organize a credit union for the benefit of faculty and staff. This could be made available for new faculty and staff members to borrow from for the purchase of a new home or to take care of moving expenses.

Life insurance program under a term policy like we presently have with the American Fidelity could be increased to give the employee one and one-half his present salary.

The College could provide a handbook stating all employee benefits, such as working hours, vacations, retirement, hospitalization, insurance, etc.

These are some benefits that some colleges and universities have in effect already that could prove to be advantageous for Bethany Nazarene College. In the light of these, the committee made these recommendations:

*** 3. A study be made of the advantages of requiring all faculty participating in a retirement program with the college to invest with one selected company as opposed to a choice of more than one.

Comments went like this: (1) maybe two companies, selected by a committee having no conflict of interest, (2) do this, but don't make it retroactive, (3) keep only the one main company we now use, (4) objecting to just one unless investment gain could be guaranteed, and (5) if this is adopted the company should be selected for the benefits it can give the retired person, and not for the advantages it might have for the College.

*** 4. Limitations of the extent to which faculty may claim the contribution to retirement made by the college if the faculty member resigns prior to five years of service or some suitable term of service.

The only comments were that this one needs more study, made by favorable voters.

*** 5. Consideration should be given to forming a "Credit Union" with services available to faculty and staff members only.

Those favoring the recommendation noted that (1) this could benefit faculty during trying times, and (2) we might run into problems with payments on the loans, just as we have with students. Those opposing it noted that (1) we should stick with the OEA credit union, and that (2) this probably could not improve on what is now available through OEA.

Appendix H

SAMPLE FACULTY EVALUATION FORM OF DRURY COLLEGE

Following are five areas wherein judgment is essential in order to evaluate the total performance of a faculty member. They are listed in order of importance with a corresponding percentage value.

Each person who makes these judgments will have access to written information on Items (2), (3), (4), and (5) supplied by the faculty member.

It is recognized that all such judgments are basically subjective. The categories and definitions below are adapted to the goals of Drury College. It is hoped that evaluators will keep in mind the relative merits between faculty members at Drury College, as well as their own judgment as to what constitutes the quality of the various ratings.

	Percentage Value		Rating
(1)	50%	Teaching: General teaching effectiveness as determined by mastery of area, success in communicating knowledge, stimulation of students to reach their potential, quality of students attracted to his courses, reputation among students and faculty for effectiveness as a teacher.	Excellent_____ Above Aver.____ Average_____ Below Aver.____
(2)	25%	Professional: Professional meetings attended. Articles, Book Reviews published. Research in progress. Progress towards terminal degree, if not now possessed.	Excellent_____ Above Aver.____ Average_____ Below Aver.____
(3)	10%	Faculty Committee and Administrative Duties: Committee responsibilities. Administrative duties.	Excellent_____ Above Aver.____ Average_____ Below Aver.____
(4)	10%	Non-Classroom Relations with Students: Counseling, sponsorship of student organizations and groups, chaperoning of student activities.	Excellent_____ Above Aver.____ Average_____ Below Aver.____
(5)	5%	Community and General College Relations: Cooperation and constructive critique in promoting the progress and functioning of the College, major non-remunerative off-campus activities.	Excellent_____ Above Aver.____ Average_____ Below Aver.____
	_____ 100%	Total	Over all Rating____

_____ (Name of Faculty Member to be Rated

_____ (Rated By)

Appendix I

SAMPLE FACULTY LOAD REPORT FORM

CORNELL COLLEGE
Office of the Dean

Faculty Assignments: Semester X, 1970-71

Each Department Chairman will complete one copy of this form for each faculty member in the Department, including himself, and return these copies to this office by Oct. 23.

INSTRUCTOR_____ *FULL-TIME/PART-TIME_____
*If Part-time, indicate amount

DEPARTMENT_____ CHAIRMAN_____

I. TEACHING ASSIGNMENTS FOR CURRENT SEMESTER:

1) In the following tabulation list each laboratory separately and identify by an "L" and course number. If teaching two or more sections of the same course, list each section separately. If the laboratory or other meeting carries no credit per se, indicate this by a zero in column marked "credit."
2) *Contact hours. Consider one regularly scheduled class period as one hour instead of 50 minutes. If the faculty member meets a class less than the number of officially scheduled meetings per week, give the actual number of contact hours rather than the officially scheduled ones. For independent study and other TBA meetings, indicate the average amount of time per week spent with the student or class.
3) If you are teaching a course or section with another faculty member, please indicate this fact by a notation in the line below information on that course or section including fractional portion of each instructor's contribution to the course.

Course no.	Section	Credit	Student Enrollment	Hour & Day of Meeting	Contact Hours*	Do Not Write in These Columns		

II. OTHER ASSIGNMENTS AND RESPONSIBILITIES (Entries should be brief if possible)

Administrative Duties: _____

Faculty Committee Assignments: _____

_____

Research: _____

Number of Advisees: _____ Majors: _____ Others: _____

Additional Assignments: _____

_____

Leave or released time: If faculty member is on a sabbatical or other leave or on released time, indicate this fact here and whether for this semester only or both semesters. If on released time, indicate the amount of released time and source of funds.

_____

_____

Other Comments: _____

_____

Appendix J

BNC COMMITTEE MEMBERSHIP DISTRIBUTION

From the questionnaire to the faculty in Phase I the following data was obtained:

No. of Committee Memberships	Faculty Population
0	3
1	24
2	18
3	8
4	2
5	6
6	4
7	1
8	1
9	1

These figures are believed to be minimum.

From the Drury College Faculty Handbook:
Drury College maintains 13 standing committees. No faculty member is a member of more than 2 committees.

From the Frostberg State College Faculty Handbook: No member of the Faculty is expected to serve on more than two major committees.

Other colleges attempt to limit committee participation of the faculty members.

Appendix K

CODE OF ETHICS FOR TEACHERS IN BETHANY NAZARENE COLLEGE

Article I Relations to the College

1. The attitudes and practices of the teacher should comport with the honor and dignity of his office.

2. The teacher should teach within the field of his competence, sharing the responsibility of another field only when his preparation assures the required antecedency.

3. The teacher is ethically obligated to meet and conduct regular class sessions, in accordance with the rules of the college, striving always to do so at his best.

4. It is the moral responsibility of the teacher to maintain a high standard of efficiency in his field by a careful observance of the trends of education and other changes in the world in which he lives, being careful always to present his findings in the light of the Christian perspective of the college and its expressed objectives.

5. The teacher should avoid unfavorable, tactless, or questionable remarks and criticisms regarding the administration; divergences of opinion or viewpoint should be discussed between the teacher and the proper administrator, and not in the classroom, or in the presence of students. Any dissonant points which tend to create wrong or ugly impressions or situations should be presented to the proper authorities at the proper time.

6. A faculty member serving on a committee, according to parliamentary procedure, cannot act individually. He may pursue issues and problems apart from the committee, but he cannot exercise authority for the group on matters that rightly come under the jurisdiction of the committee, without the committee's consent.

7. In moral candor, when a teacher finds himself no longer in complete sympathy with the spirit, doctrines, and policies of the college he should make it known to the chief administrator, who in turn has a right to ask for his resignation.

Article II Relations to the Church

1. The teacher, whether a member of the Church of the Nazarene or not, should be in full accord with the doctrines, practices, and Christian objectives of the college.

2. It is preferable that a high percentage of teachers of the college be members of the Church of the Nazarene, who would feel obligated to give their support to the college. Nonetheless, we recognize the value of the enrichment members of other evangelical denominations provide for the college, and they should be accepted and honored among us as Christian colleagues and friends.

3. It is a teacher's moral duty to support and respect general, district, and local church authority, to give appropriate and justifiable cooperation to requests and requirements voiced by the church.

4. A teacher should always be an example of the understanding love, faith, and practices of Jesus Christ, in life on and off the campus as well as in service.

Article III Relations to other Teachers

1. A teacher should not publicly or privately criticize or take issue with another teacher, nor by implication betray or bemean his colleagues. Honest differences can be expressed under conventional circumstances.

2. Should one teacher feel obligated to question, or raise any issue about another faculty member's attitudes, techniques, or practices he should consult the teacher concerned, or present the complaint to the President or Academic Dean of the college.

3. If one teacher has information which involves adversely the character of another teacher, he should report it immediately to the President.

4. No teacher has jurisdiction or censure-rights over another teacher, and therefore should not interfere in any private matter between other teachers, or between other teachers and students.

5. It is the teacher's ethical duty to report to duly constituted authority any matters known to be detrimental to the welfare of the college. This procedure is not "ratting"; to conceal or hide evidence against crime and a criminal is unlawful and makes the one who conceals evidence an accomplice.

Article IV Relations to the Students

1. It is the teacher's duty to be professionally ethical at all times. He should be courteous, just, and understanding in all relations with students. He should respect their individual differences, interests, freedom, personality traits, aptitudes, right to dissent, and intrinsic worth.

2. A teacher should merit the student's respect by being worthy of the student's confidence and esteem.

3. Propriety and good taste in all conduct and appearance, and the cautious regard for professional dignity in every relation is the badge of teacher-student association in and outside the classroom.

4. Enthusiasm and inspiration are an indispensible part of classroom and campus involvement; the teacher should provoke and inspire students by his attitude, spirit, and leadership.

5. The teacher is bound confidentially not to divulge information given to him by a student, unless the student gives his consent. This does not forestall the fact that serious disclosures concerning matters which have imperative legal complications may need special consideration and handling.

6. It is the responsibility of the teacher, both in the classroom and in private conversation, to use every opportunity to implant in the mind and heart of the student a respect for, an appreciation of, and a loyalty to the standards, practices, and Christian objectives of Bethany Nazarene College, as well as for the personnel of the student body, the faculty, the administration, and the board of trustees of the college, and the church which endows it.

Article V Academic Freedom (A more comprehensive treatment of Academic Freedom appears under PHILOSOPHY AND OBJECTIVES)

1. A faculty member hired by Bethany Nazarene College signs a statement of limitations regarding his instructional freedom in the light of the established beliefs of the Church and its institutions of higher learning. The faculty of Bethany Nazarene College in a self-study in 1955 made the following statement on "Academic Freedom":

> Academic Freedom is guaranteed to every staff member within the limitations as stated in "A Philosophy of Education for the Church of the Nazarene." These limitations are explained to each staff member at the time of his appointment.

Within the framework of the present study, the 1955 statement should be amended to include the following:

> Academic Freedom for a faculty member at Bethany Nazarene College is the right to preserve, transmit, and discover ideas in the areas of his academic competence and within the limitations of the philosophical and doctrinal principles as set forth in "A Philosophy of Education for the Church of the Nazarene."
>
> (The above from PHILOSOPHY AND OBJECTIVES)

2. Academic freedom never means unrestrained, undemocratic license.

3. Academic freedom is, therefore, like any other American freedom--liberty under law.

4. Academic freedom means simply the right to express one's self by speech, by rhetoric, or by any means of persuasion within the framework of the institutional beliefs set forth by that institution; it does not include the right to violate the known and practiced trust of that institution without its consent.

5. In some instances the term academic freedom is liberalized by the impact of so-called intellectual honesty. When a teacher propagates that which he knows is contrary to the philosophy and objectives of the institution for which he works, he is morally wrong. No teacher can be thus morally culpable and intellectually honest, for the rational process by which he gains intellectual advantage by its very nature forbids such moral dereliction.

6. If a teacher is aware that he is teaching doctrine or content contrary to the expressed or written philosophy and objectives of the Church of the Nazarene, because he has never nor can any longer reconcile his beliefs with those of the church, he should in moral candor report it to his superior.

7. Likewise, academic freedom should be adhered to for students, on whom it also will be morally binding.

8. A student is free to hold contrary opinions, views, or beliefs as a free individual. No faculty member can use coercion, threat, or force in the educative process, and in no case should difference of viewpoints affect grade averages.

9. The teacher, however, is free, within the bounds of respect and ethical regard, to use means of persuasion related to his positions as a teacher and minister in a Christian college. The teacher is not violating the freedom of the classroom if he represents and defends the doctrinal and practical position of the Church of the Nazarene as an in-context part of his work, so long as the student is not penalized for peaceful and ethical disagreement.

Appendix L

IMPROVEMENT OF INSTRUCTION THROUGH FACULTY ACTIVITY

The goal which was considered to be the most important was the improvement of instruction and effectiveness of teaching. Suggested methods proposed for accomplishing this goal are:

1. Visitation of classes. Only two of twenty deans reported that they did this. Reasons for not doing so they believed faculty would not mind, if they could be sure the purpose of the visit was not a merit rating.

2. Faculty committee for improving instruction. About 40% of schools studies used this technique. At Birmingham Southern this committee sponsored a visiting professors program. They felt that faculty contacts with such an outsider contributed considerably to staff improvement.

3. Scheduled Department Conferences were conducted by 3/4 of the colleges. The Math department at Southeastern College had monthly seminars. Topics for consideration were assigned to the professor most acquainted with the topic and he would lead the discussion. They felt this activity to be very worthwhile, as they were alerted to current and significant happenings in their, and related, fields.

4. Organized Faculty discussion of college teaching. Many colleges include on their calendar of activities the Discussion Time. Generally a committee with heavy faculty representation selected the topics for discussion. (a) At Queen's College the discussions were held in the Context or Faculty Club monthly dinner meeting with various members reporting on topics concerning higher education. (b) In Birmingham Southern the Committee on Instruction sponsored the sending of selected faculty members to the training session for Great Books discussion, leaders. Following this they arranged a program of their own selections for the faculty. (c) Southeast Louisiana used faculty meetings to discuss relevant aspects of college teaching. They also scheduled several "professional" faculty meetings for discussion and study. (d) At Delta College the faculty planning committee guided the discussion at regular faculty meetings. (e) Once per month Jacksonville University held an open meeting for faculty and students devoted to a study of topics suggested by the Faculty Committee. (f) A weekly "Coffee break" was jointly sponsored by the Educational Policies Committee and the Academic Council at Wayland. This was an informal unstructured discussion of campus issues. Usually it was led by a teacher.

5. Pre-College Workshop - a "Faculty Clinic". Wayland brings to this clinic a professional visitor each fall. The theme for one meeting was the "pursuit of excellence in teaching". Each workshop also included a time for professional action, a report on the development of the curriculum of the college, and a faculty paper on a timely topic, or a panel discussion.

6. Visiting lecturer on Higher Education. About 1/3 of the institutions reported annual lecture series on higher education with speakers who were specialists in their fields. Such a series was helpful, they thought, in several ways: (1) exposure to new points of view on teaching which resulted in increased faculty interest, (2) learning about what other teachers were doing, and . . ., (3) using the lecturers as consultants.

7. Special Collection of Library Materials on Higher Education was reported by 64% of the institutions studied. These collections were made readily available with the hope that faculty growth would increase.

Appendix M

AN OUTLINE FOR STUDYING COLLEGE FACULTY

I. Expansion

A. Determination of Need
1. Methods
a. Departmental
b. Divisional
c. College administration

B. Recruitment
1. Qualifications
a. Academic
b. Personal (nonacademic)
2. Availability
a. Sources
(1) Immediate
(2) Long Range
b. Procedures
(1) Departmental
(2) Divisional
(3) College Administration

C. Visiting Professors and Professionals
1. Long term. (One semester minimum)
Exchange faculty, Artists in Residence, Part-time faculty
2. Short term
Lecturers, Misc. Professionals

II. Orientation and In-Service Development

A. Institutional Objectives
1. Guidelines
2. Orientation Seminars-New Faculty
3. Committee Assignments-New Faculty

B. Educational Objectives
1. Evaluation of Faculty
a. By administrators
b. By students
c. By others
2. Methods
a. Group
(1) Seminars
(2) Workshops
(3) Others: Committees, etc.

b. Individual
(1) Graduate Study
(2) Course Auditing
(3) Research and Creative Activity
(4) Professional Society Activities
(5) Others

3. Incentives
a. On Campus
(1) Instructional Assistance
(2) Load Adjustment
(3) Material and Equipment Support
(4) Facilities
(5) Supporting Services
(6) Financial Aid
(7) Promotion
b. Off Campus
(1) Sabbaticals
(2) Leaves

III. Involvement

A. Load
1. Bethany Nazarene College
a. On Campus
(1) Teaching Load (assigned)
(2) Non-teaching Load (assigned)
(a) Committees
(b) Sponsorships
(c) Others: counseling, etc.
b. Off Campus
(1) Employment
(2) Community Service
(3) Others
2. Other Colleges and Universities

B. Role
1. Faculty Constitution and Code of Ethics
a. Academic Freedom
2. College Policy Formulation and Application
3. Campus Group Relationships
a. Faculty-Faculty
(1) Interfaculty Organizations
(2) Faculty Retreats
b. Faculty-Student
c. Faculty-Administration
d. Faculty-Board of Trustees
4. Off Campus Relationships
a. Faculty-Alumni
b. Faculty-Community
c. Faculty-Professional Organizations

IV. Retention

A. Job Security
1. Rank and Promotions
2. Tenure
3. Contracts

B. Salaries

C. Financial Incentives
   1. Professional Meetings
   2. Sabbaticals
   3. Leaves
   4. Others

D. Insurance

E. Retirement

F. Miscellaneous Fringe Benefits

Appendix N

PHASE II RECOMMENDATIONS OF THE PHYSICAL FACILITIES COMMITTEE RECEIVING LOWER VOTES AT THE 1971 WORKSHOP

There were nine recommendations of this committee which did not receive 75 percent favorable votes. They are given here, along with the comments about them coming from the Workshop. It should be noted that all of these except number 5 had substantial negative votes, ranging from 23 percent (number 7) to 43 percent (number 1).

*** 1. We recommend a feasibility study as to the placing of lockers, which would be rented to students at a small rent figure, in the Student Union Building.

The concensus of the Workshop, after discussion, was that these lockers would detract from the appearance of the Student Union Building, and that other measures might help control the problem of theft of books, supplies, and clothing. It was decided by common consent to let the Student Council study this matter further.

Written comments noted that (1) negative student comments at the Workshop probably do not represent the majority opinion of students, (2) they would be a good investment, and (3) temporary use as in many libraries should be checked into.

*** 2. We would strongly urge the earliest possible consideration of additional exits on the east side of Herrick Auditorium.

Student comments made orally emphasized that there were more pressing needs. Written comments noted that (1) they are badly needed, and (2) that they may be needed, but not enough to put scarce money into them right now; they should be kept in mind for later consideration.

*** 3. We recommend that prior to the 1971-72 school year adjustments be made in Bracken Hall to raise the sink levels to a more convenient height for men, and electrical outlets be placed in the bathrooms.

Comments of those voting favorably were that this should include showers also. Others thought this should be handled by work orders through the plant director, and wondering if this were worth immediate money expenditure.

Action within Five Years

*** 4. We recommend having a drive for funds to double the size of McConnell Hall.

The main comment here was made orally by staff members of the Division of Business who expressed the opinion that with more efficient usage, the size of the present building probably would be adequate for their needs. (Chairman's note: This says nothing, however, of other needs for which this expansion may be needed.)

*** 5. We recommend that the fourth floor and the basement of the new Science Building be completed.

The comments suggested further study, wondering if the need will be present at that time.

*** 6. We recommend building a botanical garden south of the Science Building.

Comments stressed that this might be helpful to overall campus landscaping. (Another voted "approve," but cracked, "biology wants everything"!)

*** 7. We recommend building a new greenhouse facility for the budding of new plants, etc., to be used by the campus maintenance crews.

Commenters wondered if present facilities were adequate, and where it could be relocated.

*** 8. We recommend that a bookstore, which could possibly include textbooks, be established in the Student Union Building.

This has been done by mutual arrangement of the College and the Nazarene Publishing House. The comments (though now irrelevant) of those favoring stress (1) that it is needed very much, (2) that it should not be in the Student Union Building, (3) that financing it may be a problem, and (4) that no one with experience in the book business seems to have been consulted. Negative voters (1) wonder if it will work, (2) wonder if management can be found, (3) want paperbacks, but think the present arrangement saves the College lots of headaches.

Action within Ten Years

*** 9. We recommend the building of an auditorium as an addition to the south side of the new Science Building which will serve as a multi-purpose building, including an area for the Board of Trustees to meet, etc.

Two comments--both from workshoppers voting negatively: "maybe; depends on need 3-4 years from now," and "let's use our present buildings all day." The discussion brought out that this was part of the original plan for the building, and its use would not be restricted to science departments.

Appendix O

COMPARISON OF CURRENT INCOME BY YEARS

	1965	1966	1967	1968	1969	1970
General and Educational:						
Tuition and Fees	$ 713 753	$1 017 474	$1 096 144	$1 277 800	$1 324 339	$1 223 718
Educational Budget	158 022	188 062	195 467	179 893	183 528	196 371
Foundations	24 256	32 174	23 785	26 185	25 392	25 792
Gifts and Grants	57 686	63 702	115 255	161 612	196 213	106 874
	$ 953 717	$1 301 412	$1 430 651	$1 645 490	$1 729 472	$1 552 755
Auxiliaries:						
Dormitories	$ 196 353	$ 210 756	$ 269 786	$ 275 597	$ 288 273	$ 261 941
Dining Hall	278 493	337 125	385 862	431 046	401 782	355 685
Coffee Shop	22 628	5 911	25 082	23 267	24 700	21 190
Rentals	20 396	29 154	37 618	55 219	46 936	44 643
Miscellaneous	5 207	4 913	14 053	7 600	2 492	1 995
	$ 523 077	$ 587 859	$ 732 401	$ 792 729	$ 764 183	$ 685 454
Grand Total	$1 476 794	$1 889 271	$2 163 052	$2 438 219	$2 493 655	$2 238 209

11 120

Appendix P

PERCENTAGE COMPARISON OF CURRENT INCOME

	1965	1966	1967	1968	1969	1970
General and Educational:						
Tuition and Fees	74.9%	78.2%	76.7%	77.7%	76.6%	78.8%
Educational Budget	16.6	14.4	13.7	10.9	10.6	12.6
Foundations	2.5	2.5	1.6	1.6	1.5	1.7
Gifts and Grants	6.0	4.9	8.0	9.8	11.3	6.9
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Educational, General and Auxiliaries:						
Tuition and Fees	48.4%	53.9%	50.7%	52.4%	53.1%	54.7%
Educational Budget	10.7	9.9	9.0	7.4	7.3	8.8
Foundations	1.6	1.7	1.1	1.1	1.0	1.2
Gifts and Grants	3.9	3.4	5.3	6.6	7.9	4.8
Dormitories	13.3	11.2	12.5	11.3	11.6	11.7
Food Service	20.4	18.2	19.0	18.6	17.1	16.8
Other	1.7	1.7	2.4	2.6	2.0	2.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix Q

COMPARISON OF CURRENT EXPENDITURES BY YEARS

	1965	1966	1967	1968	1969	1970
General and Educational:						
Administrative	$ 163 190	$ 187 412	$ 240 241	$ 275 808	$ 268 189	$ 298 097
Instructional	437 013	519 745	611 959	740 536	904 045	996 598
Plant Operation	171 428	195 290	228 239	264 980	320 007	257 486
General	190 509	238 472	323 905	411 866	408 858	266 909
	$ 962 140	$1 140 919	$1 404 344	$1 693 190	$1 901 099	$1 819 090
Auxiliary:						
Dormitories	$ 96 860	$ 110 967	$ 140 784	$ 170 522	$ 260 186	$ 251 371
Dining Hall	241 944	282 646	391 185	429 997	363 228	344 340
Coffee Shop	30 320	6 321	28 028	26 003	28 018	23 759
Rentals	16 831	18 579	20 726	-0-	4 504	18 638
Other	-0-	-0-	-0-	-0-	15 388	15 583
Student Aid	84 559	121 100	132 485	166 539	147 733	185 882
	$ 470 514	$ 539 613	$ 713 208	$ 793 061	$ 819 057	$ 687 935
Grand Total	$1 432 654	$1 680 532	$2 117 552	$2 486 251	$2 720 156	$2 658 663

Appendix R

PERCENTAGE COMPARISON OF CURRENT EXPENDITURES

	1965	1966	1967	1968	1969	1970
General and Educational:						
Administrative	16.9%	16.4%	17.1%	16.3%	14.1%	16.4%
Instructional	45.5	45.6	43.6	43.7	47.6	54.8
Plant Operation	17.8	17.1	16.3	15.6	16.8	14.1
General	19.8	20.9	23.0	24.4	21.5	14.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Educational, General and Auxiliary:						
Administrative	11.5%	11.2%	11.4%	11.1%	9.8%	11.6%
Instructional	30.5	30.9	28.9	29.8	33.2	37.4
Plant Operation	11.9	11.6	10.8	10.7	11.8	9.7
General	13.3	14.2	15.3	16.6	15.0	10.0
Dormitories	6.8	6.6	6.6	6.9	9.6	9.5
Food Service	19.0	17.2	19.8	18.3	14.4	13.8
Student Aid	5.9	7.2	6.3	6.6	5.4	7.0
Other	1.1	1.1	.9		.8	1.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix S

STATEMENT OF EDUCATIONAL BUDGETS

Payments	1965	1966	1967	1968	1969
Dallas	11,124	13,949	16,873	18,939	20,314
Houston	9,034	12,645	15,479	19,270	19,026
Louisiana	5,945	7,066	9,767	11,507	10,637
North Arkansas	6,013	6,497	7,447	8,747	9,772
Northeast Okla.	7,111	9,184	12,651	15,878	14,465
Northwest Okla.	20,955	22,819	23,885	31,085	30,929
San Antonio	5,668	8,604	10,165	11,420	11,197
South Arkansas	6,986	8,645	10,535	15,817	15,339
Southeast Okla.	6,110	7,623	10,758	10,166	10,999
Southwest Okla.	9,842	10,841	12,022	13,283	14,368
West Texas	15,497	15,886	22,080	23,522	26,501
Miscellaneous	-0-	-0-	41	258	20
	104,285	123,759	151,703	179,892	183,567
Former Zone Dists.	53,737	64,304	43,765	-0-	-0-
Total Received	158,022	188,063	195,468	179,892	183,567

Possibilities

(What the budgets would have been if each district had accepted the 5% formula)

Dallas	19,101	19,890	21,366	22,234	24,402
Houston	16,598	18,954	20,094	22,652	24,641
Louisiana	13,308	14,752	14,741	15,728	16,545
North Arkansas	11,422	13,366	14,037	15,616	17,147
Northeast Okla.	14,998	15,936	17,603	18,552	19,180
Northwest Okla.	26,541	28,969	31,853	33,098	36,279
San Antonio	13,317	13,721	14,854	15,754	16,184
South Arkansas	15,500	15,991	17,110	18,636	17,282
Southeast Okla.	12,027	12,359	12,837	13,547	14,793
Southwest Okla.	23,026	24,188	25,637	28,904	27,795
West Texas	29,910	29,910	31,929	33,574	34,772
Total Possible	195,748	208,036	222,061	238,295	249,020
90% of 5% Budget	176,173	187,232	199,855	214,465	224,118
Additional Budget over amount actually received	71,888	63,473	48,152	34,573	40,551
Potential for Scholarships	19,575	20,804	22,206	23,830	24,902

Appendix T

STATEMENT OF CAPITAL FUND GIFTS FROM DISTRICTS

	1959	1965	1966	1967	1968	1969
Dallas	$8,990	$1,034	$8,412	$6,537	$1,424	$13,522
Houston	4,110	319	4,833	6,088	2,109	9,209
Joplin	7,017	2,221	5,123	1,448	540	-0-
Kansas	20,381	13,017	14,302	4,110	1,654	1,000
Kansas C.	6,829	4,771	10,836	3,305	330	-0-
Louisiana	1,602	305	5,401	5,577	960	6,942
Nebraska	5,569	3,143	4,350	553	213	-0-
N. Ark.	2,636	95	4,986	3,194	470	4,565
NE Okla.	4,415	230	5,229	9,982	3,569	7,924
NW Okla.	8,956	1,140	11,953	10,390	2,164	18,219
San Ant.	6,169	125	4,162	3,229	787	5,890
S. Ark.	3,091	200	4,372	3,794	1,023	4,062
SE Okla.	6,460	110	4,376	5,114	836	5,532
SW Okla.	1,719	557	561	4,073	4,786	5,942
W. Texas	16,416	407	7,479	10,119	7,058	21,827
Misc.	6,279	2,217	1,768	2,266	340	390
	$110,639	$29,891	$98,143	$79,779	$28,263	$105,024

Appendix U

PHASE II RECOMMENDATIONS OF THE ADMINISTRATION

COMMITTEE RECEIVING LOWER VOTES

AT THE 1971 WORKSHOP

There were five recommendations of the Administration Committee which did not receive 75 percent favorable votes at the 1971 Workshop. These five, with comments on them, are included in this appendix.

*** 1. We recommend that the College establish the position of "Ombudsman" as an individual or office to take inquiries and explore the facts surrounding and concerning each inquiry. The office should be separated from any disciplinary office and from ordinary administrative functions. Its purpose would be to provide fact in place of rumor and supposition.

Comments were mostly from negative voters. Their suggestions went like this: (1) not sure of its value, (2) not needed on our campus, (3) could be joined with the position of Research Director suggested by the Steering Committee, and (4) we are not large enough, nor do we have enough big "issues," to warrant this office. Positive voters noted (1) that using a carefully-selected, recent graduate who is in graduate school part-time and could serve for board, room, and a small stipend should make this possible, (2) the person would need to be carefully selected, but the idea is good, and (3) the details of setting up the position would need to be carefully worked out.

*** 2. Establish the function of an Administrative Assistant to the President and Dean of the College to act as an administrative representative in inter-college relations, to guide accrediting reports, to obtain foundation money, to assist in the preparation of grant proposals, etc.

Comments were voiced; here's the gist of them: (1) let Harry Macrory do more of these kinds of things, as he was hired to do, (2) this is already being done, (3) give these duties to a present administrative officer (or officers) instead of hiring someone else, (4) combine with the proposed position of Research Director, and (5) the question of whether we can afford such a position.

*** 3. Establish a procedure for more than token student involvement on all faculty committees.

This one seemed too vague; comments expressed a desire to know what "token" means here, and that the recommendation is too broad and all-inclusive. Some voted "approve," noting its importance, asking for examples, and wanting to make sure student roles are defined clearly.

*** 4. We recommend that several revisions be made in the standing committees of the College. The recommended revisions follow:

(1) Educational Policies: develop procedures (such as a catalog copy calendar) which would stabilize the work level and provide for continuity of meetings and function.

(2) Administrative Council: realign the role to limit the scope of consideration, and in view of a cabinet type government, take "policy-making" from the Handbook description of duties.

(3) Library Committee: realign the function to be a consulting body working with the Librarian in policy-making decisions.

(4) Teacher Education: the duties of this committee should be completely redefined in the light of recent action which rather drastically reduced both the number and distribution of its members. The purpose of this committee's existence needs to be clearly defined in the Faculty Handbook, and the duties of the committee made consistent with that statement.

(5) Personnel Policies: realign its functions in consideration of the formation of a Health Services Committee and a Religious Life Committee, and the appointment of a Campus Chaplain. Notify all members of any action taken by the Committee.

(6) Rank and Tenure: full written reports be developed thirty days prior to the meeting and distributed to the members of this committee. A two-thirds vote of the full membership of the committee be necessary for approval. The departmental chairman of recommended faculty members should be invited to personally present data, but be absent during voting.

(7) Graduate Council: change the Faculty Handbook description to coincide with its functions.

Both this recommendation, and number 5 below, had 34 percent of the voters leaving the form blank, which led to low votes in all other categories. Only one comment: "please implement soon."

*** 5. We recommend that revisions be made in the roles and duties of division chairmen and department heads, as follows:

(1) Divisional Chairmen: clarify their roles in the line of command between the Dean of the College and department heads, and follow this clarification in all communication and information handling procedures.

(2) Department Heads: as much as possible, provision should be made for removing the routine tasks which are not directly related to the department's function. The authority of the department heads should be spelled out clearly.

Appendix V

THEMES TO BE CONSIDERED AND INCORPORATED

BY ALL COMMITTEES, AS ASSIGNED

IN THE FALL OF 1969

1. The cultural, educational, and religious setting within which the College operates.

2. The trends which appear within the College and its cultural setting which are likely to influence College policies and operations.

3. The priorities to be observed in the implementation of recommendations.

4. The spiritual life of the college community, and the life of the denomination which supports it and which it serves.

5. The ways in which alternative choices of action will be interpreted and reacted to by the various constituent groups which are close to the College.

6. The utilization of data processing faciiities in implementing the recommendations of the committee.

7. The role of the library as an integral part of a great many of the operations of the College.

8. The role of research, in the sense of using research methods to achieve the goals of the committee, and of the College as a whole, and in the sense of research activities of faculty and students.

9. The possible service functions which the College may be called on to provide, which may go beyond the internal operations of the college community.

10. The needs and characteristics of the students who will be enrolled in the College.

11. Non-academic functions of the College such as maintenance, food service, physical plant in the overall sense of the term, physical development, alumni, financial development, agencies of the College, etc.

Appendix W

STUDY TOPICS ASSIGNED TO EACH

TEN-YEAR STUDY COMMITTEE

IN THE FALL OF 1969

Philosophy and Objectives

1. Underlying philosophy of education for BNC

2. Objectives of the entire college

3. Objectives of various components of the college, e.g., curriculum, athletics, social organizations, service functions, religious organizations

4. Departmental objectives relating to the general education requirements

Instruction

1. Curriculum--undergraduate, graduate, certificates

2. Instructional procedures, equipment, textbooks

3. Scheduling--pre-registration, registration procedures, academic calendar, determination of schedules, class size

4. Program requirements--degree program patterns, "junior standing," general education, honorary degrees

5. Improvement of instruction

6. New instructional patterns--night school, extension service, correspondence study, technical training, redefinition of a "course", individually prescribed instruction

7. Sharing for improvement of instruction--ideas, facilities, equipment, other schools

8. Role of library facilities in instruction

9. Evaluation of instruction

10. Relating instruction to needs of student personnel

11. Analysis of departments--progress in the past few years, present status, plans and needs for development

Students

1. Student recruitment, selection, retention

2. Student activities--academic, religious, social, athletic, recreation

3. Composition of student body--number, denominations, minorities

4. Student services--housing, boarding, jobs, counseling, health, discipline, placement

5. Participation of students in college affairs--student government, planning, college operations

6. Student publications

7. Financial aids--employment on campus, loans, assistantships, scholarships, grants for student aid

8. Educational needs of student clientele

9. Intervarsity athletics

Faculty

1. Faculty development, recruitment, orientation, retention

2. Faculty role in college policy determination and implementation

3. Faculty assignment, load, in-service growth, research and publication, committee assignments, faculty exchange program, idea exchanges

4. Faculty participation in extra-campus activities--professional activities, professional organizations, off-campus service, off-campus employment

5. Guidelines for faculty service--faculty handbook, faculty-student relations, academic freedom, appraisals of effectiveness

6. Faculty benefits--salary, fringe benefits, leaves of absence, sabbatical leave, retirement

7. Faculty organizations--on-campus, state and national associations

Physical Facilities

1. Academic facilities--determination of need for meeting projected objectives, curriculum, size of student body, size of faculty, instructional media

2. Faculty facilities

3. Student facilities--housing (both single and married), boarding, student affairs, recreation, health services, social, religious, athletic

4. Administrative facilities--offices, conference rooms, records, equipment, data processing

5. Auxiliary services--maintenance, development, security, printing

6. Organization of facilities to meet functional demands of the college program

7. Library facilities

8. Facility utilization--(e.g., expansion of class schedule, summer usage)

Business and Finance

1. Development of sources of income

2. Management of resources--money, materials, machinery, non-faculty personnel

3. Budget setting and control

4. Trends in sound business practices

5. Utilization of data processing

Administration

1. Organization of administration--role descriptions, inter-relationships of roles, communication channels, responsibility channels

2. Administrative roles and practices--constituency, alumni, public, faculty, students, other schools

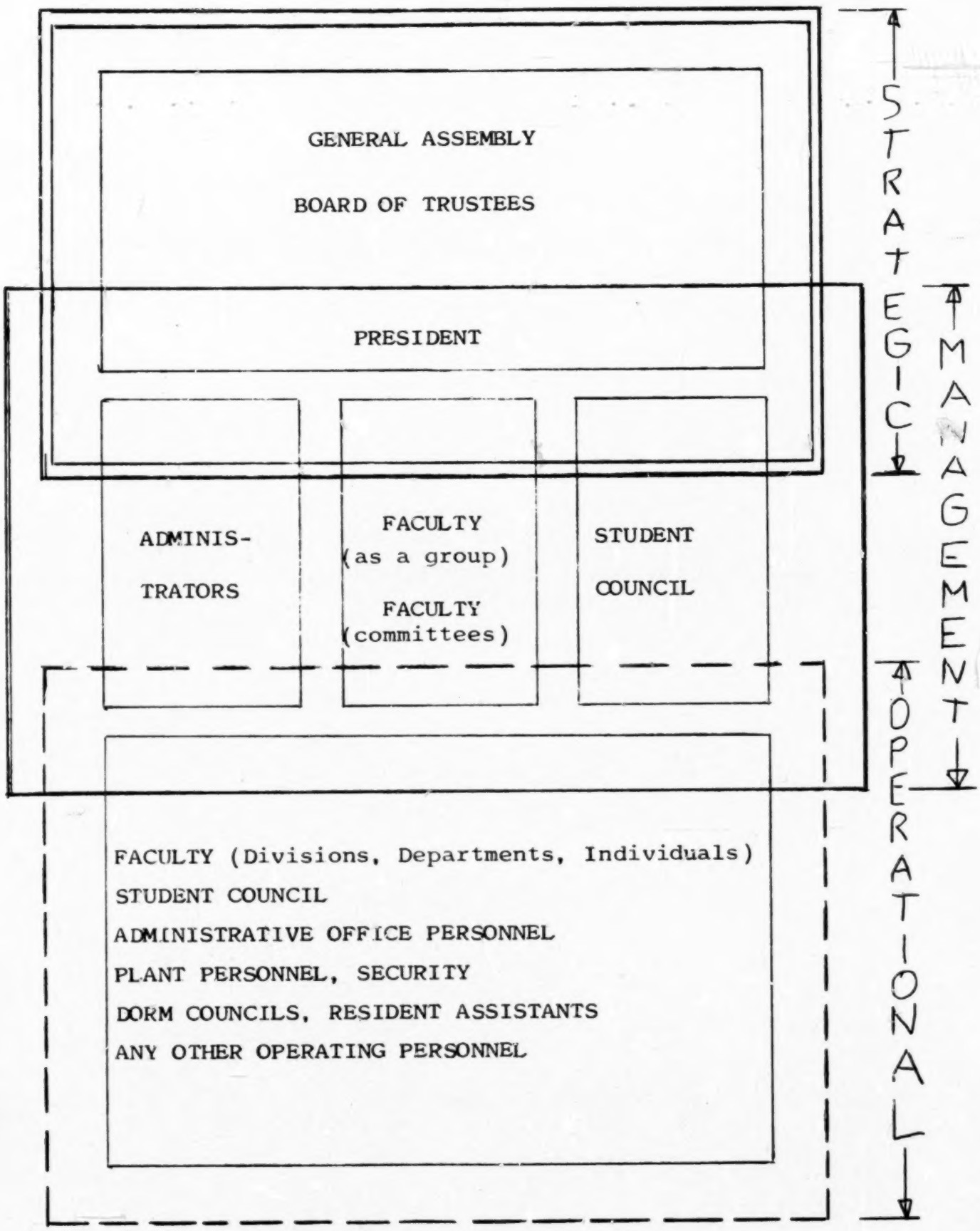
3. Provisions for evaluation, improvement, and change of administrative functions

4. Provisions for participation in administrative functions by faculty and students

5. Interaction of administration and students

6. Coordination of religious activities

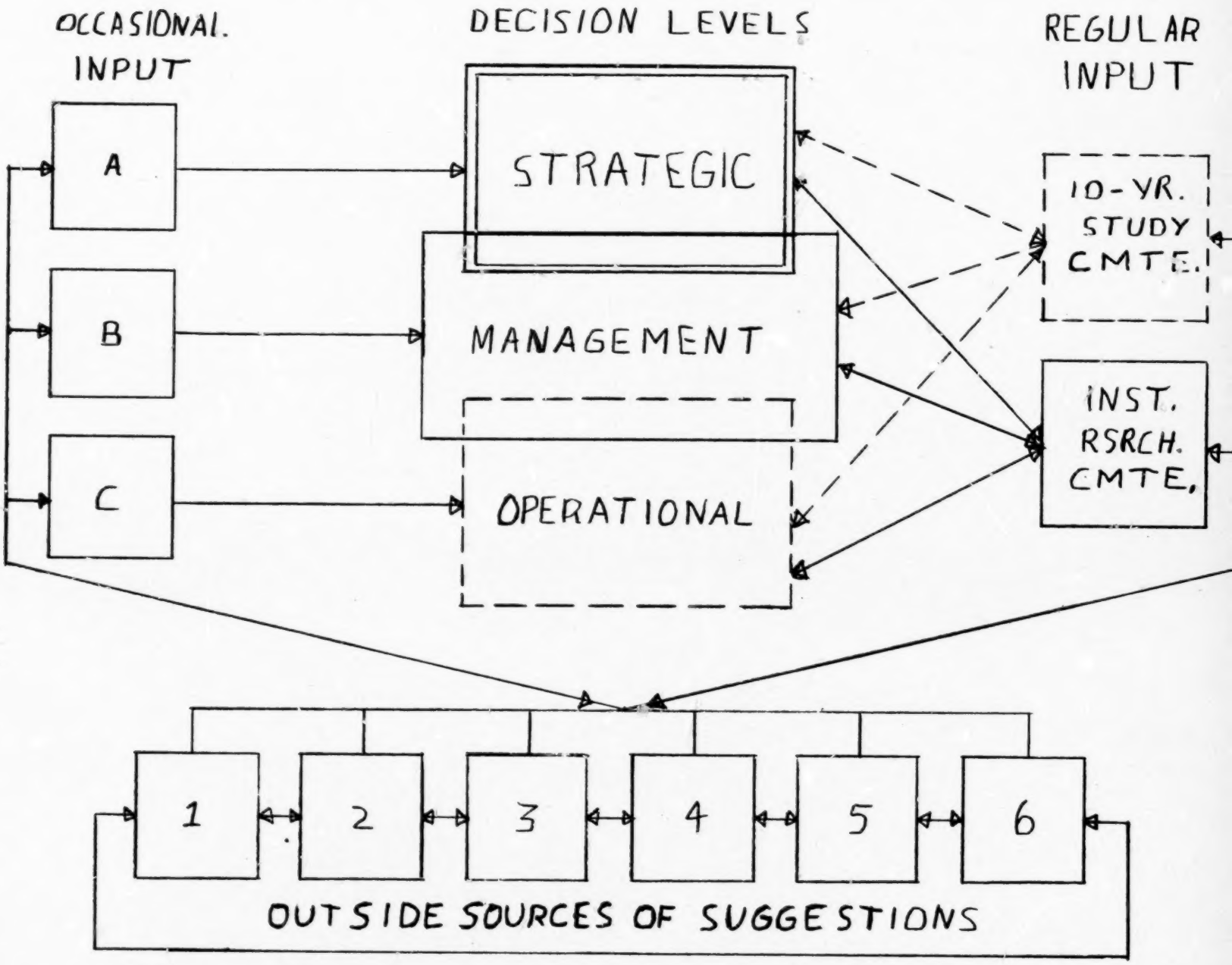
Appendix X



Decision Levels

(Sample; see text for discussion)

Appendix Y



Examples:

Occasional inputs:

BNC student leadership conferences--A, B, C
Suggestion boxes on the campus--A, B, C
Possible forum of board members & faculty and/or students--A
Communications Council sessions--B
Departmental or inter-office meetings--C

Outside sources of suggestions: individual students, members of the educational community, business community; educational zone pastors, church members; parents, etc.

Initiation of Change (Outside Sources)
(Sample; see text for discussion)